

REVIEW

JUNE
2019
njea.org



an education and advocacy resource

TEACHING MATH AND SCIENCE THROUGH NJCTL

DUAL LANGUAGE
LEARNERS AND
PRESCHOOL EXPANSION

OPEN
BARGAINING

TOMS RIVER
FIELD OF
DREAMS





I AM NJEA



Top Photo: NJEA members in Gloucester and Salem counties marked the May 1 Day of Action by lobbying their legislators to support job justice for educational support professionals and relief from Ch. 78 salary deductions. The life preservers displayed by members here are inscribed with messages of support for S-2606/A-4352, S-296/A-3185/A-3395, and S-3089/A-3664. They were delivered by members to legislators' offices. **At left:** These educational support professionals and teachers in Mercer County were among the scores of members who gathered at the Quakerbridge Mall in Lawrence Township to demonstrate their support for public education and those who work in public schools.



Members of the Morris County Council of Education Associations showed up in droves at the Rockaway Townsquare Mall on May 1, wearing #RedforEd, supporting public schools and fighting for Ch. 78 relief and job justice for educational support professionals.



Check the events calendar for upcoming events and conferences you can attend.

+ PHOTO GALLERY ONLINE
[flickr.com/NJEA/sets](https://www.flickr.com/photos/NJEA/sets)



Students in Trenton, and in other school districts throughout New Jersey, study physics in the ninth grade through the New Jersey Center For Teaching and Learning's (NJCTL) Progressive Science Initiative. For 10 years, many teachers in New Jersey have been earning their endorsement to teach physics, chemistry and math through the NJCTL's endorsement program. See Page 24.

FEATURES



24 | SCIENCE AND MATHEMATICS TEACHER ENDORSEMENT PROGRAM

Through its endorsement program, the New Jersey Center for Teaching and Learning is providing highly skilled mathematics and science teachers to the state's school districts, particularly in underserved communities. NJCTL's executive director discusses the program and its successes.

BY ROBERT GOODMAN



26 | OPEN BARGAINING

Open Bargaining is quite simply bringing the membership into the bargaining process. As easy as that idea sounds there is a progression that needs to be followed to lay the groundwork for success.

BY JENNIFER LARSEN AND ALEX DEVICARIS



31 | FIELD OF DREAMS

Toms River Education Association member Christian Kane dreams of a future where the inclusion of all persons is considered in planning for public and private spaces. Inspired by their son Gavin, Kane and his wife Mary have mobilized the community to fund and build the Toms River Field of Dreams, a complex that will fulfill Kane's inclusive vision.

BY PATRICK RUMAKER



32 | DLL AND PRESCHOOL

The expansion of funding for preschool in New Jersey provides an opportunity to provide better educational outcomes for dual language learners before they enter kindergarten. There are many challenges for those learning English, and solutions need to be coordinated at the local, state, university and legislative levels.

BY ELIZABETH FRANKS

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Know. Lead. Act.

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ON THE COVER:

Physics teacher Christopher Chavarría and some of his students at the Charles E. Brimm Medical Arts High School in Camden. Chavarría earned his endorsement to teach physics through the New Jersey Center for Teaching and Learning, which was founded by NJEA.

PHOTO BY
JENNIFER MARSH

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STORIES TO INSPIRE, INFORM AND MOTIVATE

No one is busier than educators at this time of year, and yet somehow, no one seems to get more done. From advocating for students' educational interests as the state budget is finalized by June 30, to voting in New Jersey's primary elections on June 4, to finishing out the school year strong, NJEA members are tireless in their advocacy for their students, their colleagues and their profession.

In this issue, you'll find articles to inspire, inform, and hopefully motivate you to keep tackling your to-do lists.

Collective bargaining and enforcing members' rights continue to be the backbone of this—or any—union. NJEA staff and members work to identify strategies to negotiate the best possible contracts and build stronger local associations. In "Open Bargaining," learn more about how some local associations are adopting open bargaining techniques to advance members' economic interests.

Learn more about the New Jersey Center for Teaching and Learning, founded by NJEA in 2007. This organization now leads the nation in producing physics teachers and is a leader in producing chemistry and math teachers. "A Ten-Year Review of a New Jersey Science and Mathematics Endorsement Program" looks at the changes that have been made to the program to enhance access to a physics, chemistry or mathematics endorsement.

In "Perfect Timing: Dual Language Learners and Preschool Expansion," we look at English language learners at the preschool

level. Research shows that students who enter kindergarten with stronger home language and English language skills perform better in school. The recent expansion of funding for preschool presents an opportunity to ensure that students who are learning English while speaking a different language at home have the support they need to succeed.

For Toms River Education Association member Christian Kane, what started out as a simple plan to create a baseball field where his son Gavin, who suffered a brain injury in a car accident, has grown to become a plan that, when completed, will be an all-inclusive recreation complex that is open to anyone of any age or ability. Read their story in "Toms River Field of Dreams."

As educators and advocates, you carry a great deal of responsibility, but as another school year draws to a close, take a moment to celebrate the fact that you and those who came before you have built and maintained one of the most successful systems of public education in the country. Our students succeed because you go above and beyond to ensure that their needs are met at the local, county, state and national levels. Your advocacy for yourselves and your colleagues has made our union one of the strongest educational organizations in the nation.

Thank you for all that you do each and every day for public education and the students we serve!

Marie Blistan



NJEA President Marie Blistan and New Jersey Commissioner of Education Lamont Repollet visit a class at Yorkship Family School in Camden. See Page 17 for more about the visit.

OFFICERS ONLINE

MARIE BLISTAN

Facebook

@Marie.Blistan: Thank you to Camden Education Association President Keith Benson and Vice Presidents Larry Blake and Karen Borrelli for hosting a fabulous tour of the GREAT work our members are doing in Camden public schools. From the restorative discipline to social-emotional focus on children, to the pre-vet training with animals to 9th graders in physics, to Community Schools where parents work with staff for our Camden students, to our NJEA Priority Schools Initiative that facilitated teacher leaders—Camden public schools are exemplary. Commissioner Repollet and the DOE toured with us, and he loved everything he saw and heard. More thanks to field rep Nancy Holmes who arranged the details. Thank you, CEA members!!

NJEA President Marie Blistan, Vice President Sean M. Spiller, Secretary-Treasurer Steve Beatty and Executive Director Ed Richardson toured Camden's schools with Education Commissioner Lamont Repollet. Blistan posted photos from the day. See Page 17 for more about the visit.

SEAN M. SPILLER

Facebook

@SpillerForNJEA: Thank you to Millburn Education Association, all the Essex County Education Association members, all the NJEA members throughout the state, and the elected officials and supporters (like Assemblywoman Britnee Timberlake) who were out today in support of the #Red-ForEd #fixtheunfairness #WeAreWorthIt-movement!

NJEA Vice President Sean M. Spiller posted photos from his May 1 Day of Action visit to members and supporters of public education in Essex County.

STEVE BEATTY

Facebook

@SteveBeattyNJEA: Informative and engaging evening at the Morris County legislative dinner. Members interacting with our elected officials and lobbying them on our issues—Chapter 78 relief and ESP job justice! Thank you Assemblywoman Jasey and Assemblyman Bucco for your support of our bills!

NJEA Secretary-Treasurer Steve Beatty posted photos from his attendance at the legislative dinner hosted by the Morris County Council of Education Associations on May 7.

KNOW. LEAD. ACT.

TIPS AND TRICKS TO SAVE HEALTH CARE DOLLARS

SUBMITTED BY THE NJEA HEALTH BENEFITS COMMITTEE

HOW TO SAVE THE PLAN MONEY

Use your primary care physician

Use your primary care physician (PCP) for as many services as possible. PCP office visits are much cheaper for your insurance plan than specialist office visits, and often you can get the same services from your PCP without the extra step or the costs of seeing a specialist.

Your PCP can be the key to coordinating your health care. Make sure your PCP knows which specialists you're seeing and that your PCP receives copies of your records, so they can make the best medical recommendations to ensure the best outcomes. Better outcome means fewer office visits, which saves money. If you are in the School Employees Health Benefits Plan (SEHBP), you have access to the Direct Primary Care Medical Home (DPCMH) program. The two providers are Paladina Health and R-Health. Go to njea.org/healthbenefits to learn more.

Sometimes you can even reach out to your PCP before visiting the emergency room or urgent care center, which can save money. DPCMH gives you 24/7 access to your physician, who will help you determine if emergency care is necessary.

Get wellness visits

Make sure you get your wellness visits in every year. These preventative exams are free for you and provide a yearly check-in with your doctor to make sure you're healthy and to intervene early if there are causes for concern. Preventative care and early intervention are much cheaper in the long run than neglecting a chronic condition that could have been managed earlier.

In SEHBP, there is the NJ Well Program, which provides monetary incentives to reach health goals. Retirees are also eligible if enrolled in the Aetna Educators Medicare plan. Check with your local association to see if you have a wellness program in your local. If not, consider stepping up and starting one.

Consider medication options

Get the most out of your prescription plan by discussing with your doctor less expensive alternatives to your medications, when applicable. Generic medications are more affordable for you and for your plan compared to name brands. Talk to your physician about other prescription options as well, such as, 90-day vs. 30-day supplies, single dosage vs. multiple dosages, and so forth.

Use in-network providers

Use in-network providers for all visits, especially specialists. In-network providers are doctors who have agreed to reimbursement rates with your insurance company. Out-of-network providers can charge whatever they want and can also "balance bill" you, which is a potentially expensive practice where the provider bills you for the difference between the provider's charge and the allowed amount.

Do your research for elective surgery

If you are having elective surgery, research prices before you have the procedure. The surgeon's and the facility's office can give you a breakdown of the charges to you and your plan. Prices can vary by facility and physician and cost does not always correspond to quality.



ABOVE PHOTO: This article was written by the members of the NJEA Health Benefits Committee. Several members of that committee are pictured here. From left: Jim Jameson (NJEA staff contact), Michael Kydonieus (Somerset), MaryEllen McLeod (Morris), Kevin Reed (Hudson), Eda Ferrante (Committee Chair, Passaic); Carol Ceglia (Gloucester), JoAnn Gitto (Hunterdon), and Iris Tonti (Mercer).

HOW TO SAVE YOURSELF MONEY

Do your research during open enrollment

Research your options during open enrollment to make sure that you have coverage that meets your needs. You may want to choose a plan that has lower premiums, which could result in lower insurance deductions from your paycheck. A summary and comparison of your options will help you decide which plan is right for you and your family.

Protect yourself from surprise medicals bills

Particularly when you are in the hospital or having elective surgery, ensure all physicians and providers are in-network to protect yourself from surprise medicals bills and balance billing.

Use mail-order prescription options

If you have a prescription plan that includes a mail-order option, it is often a cheaper copayment than going to your retail pharmacy. This is particularly helpful for maintenance medications that you take every day. For your convenience, opt for automatic refills and have them shipped to your house.

See if you're eligible for an FSA

If you are eligible through your local association, you can participate in the Flexible Savings Account (FSA) program to contribute pretax dollars into an account to use for out-of-pocket medical expenses. You can use the FSA store to save money on some over-the-counter items as well. Plans can vary, so make sure you understand how yours works. Some FSA funds have use-it-or-lose-it provisions, unless your plan has a carry-over provision.

Check your bills and EOB

Particularly when you are in the hospital or having elective surgery, ensure all physicians and providers are in-network to protect yourself from surprise medicals bills and balance billing.

Plan for when you must go out-of-network

If you must use out-of-network providers, get approval for the procedure in advance and ask for a copy of your bill ahead of time.

When you are an informed consumer, you make better health and financial decisions for you and your family. Health care benefits can be complicated, but as educators you know the importance of advocating for yourselves and your families. 🏠

THIS ARTICLE WAS SUBMITTED BY THE NJEA HEALTH BENEFITS COMMITTEE

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MEMBERSHIP CHAIRS: USE POTENTIAL MEMBER REPORTING FORM

The Workplace Democracy Enhancement Act (WDEA), which became state law on May 18, 2018, requires boards of education to send local associations information about their respective members and potential members.

Specifically, it requires public employers to provide—within 10 calendar days of hiring—the organization the following information about a new employee:

- Name
- Job title
- Worksite location
- Home address
- Work telephone number
- Date of hire
- Work email address
- Any personal email address and home and personal cellular telephone numbers on file with the public employer.

NJEA requests that each month you have new employees, submit a Potential Member Reporting Form, with the appropriate information. This form will be used to help keep your membership and potential membership records up-to-date. This form can be found on njea.org. Slide over to “My NJEA,” click on “Docs and Downloads” and the select “Forms.”

SELFIE OF THE MONTH

Clockwise from left: Irvington EA Treasurer Lauren Greenfield, Cedar Grove EA President Chris Canella, Clifton EA President Lori Lalama, and Hawthorne EA 2nd VP Tara Temprano captured a selfie at the Essex County Education Association Legislative Dinner on March 13.

Participating in a local, county or state meeting or other association activity? Staffing a PRIDE event? Send your selfies to njeareview@njea.org. Be sure to identify where the picture was taken and the members who appear in the photo.



NJEA ELECTION RESULTS AVAILABLE AT NJEA.ORG

Earlier this spring, NJEA members elected state and county representatives to the NJEA Executive Committee, NJEA Delegate Assembly (and Alternates), and NEA Representative Assembly in some counties and units, as well as some county association offices. Go to njea.org/NJEAelections. Results are provided by county. A link to the results for uncontested offices is also provided.

Nominations open for awards to be conferred at NJEA Equity Alliance Weekend

Nominations are now open for four awards that will recognize advocacy and achievement in equity and justice. The awards will be presented at NJEA's Equity Alliance Weekend to be held on Jan. 10-11, 2020.

The Equity Alliance Weekend is an expansion and reconfiguration of three annual NJEA events: the NJEA Dr. Martin Luther King Jr. Human and Civil Rights Celebration, the NJEA Urban Education Symposium, and the NJEA Minority Leadership and Recruitment Conference. The weekend will feature training on social justice issues and social justice activism, recognizing the intersection of diverse identities and circumstances among NJEA members and the communities they serve.

In addition, four of NJEA's highest awards will be presented at the Human and Civil Rights Celebration, which will be a highlight of the Equity Alliance Weekend.

- **NJEA Dr. Martin Luther King Jr. Human and Civil Rights Award:** This award is conferred by the NJEA Human and Civil Rights Committee. Nominees may be an individual, group or organization working in the area of civil rights, and if eligible, NJEA members
- **Judith Owens Spirit Award:** This award is conferred by the NJEA Minority Leadership and Recruitment Committee. Named for Judith Owens, the first African-American president of NJEA, this award honors a member who has been a champion of ethnic minority rights

and issues and who has had a significant impact on education and the achievement of equal opportunity for those facing discrimination because of their ethnicity.

- **Equality Champion Award:** This award is conferred by the NJEA Sexual Orientation and Gender Identity Committee. This award honors a member who has been a champion of human and civil rights, and who has had a significant impact on education and the achievement of equal opportunity for those facing discrimination because of their sexual orientation or gender identity.
- **NJEA Elizabeth A. Allen Women in Education Award:** This award is conferred by the NJEA Women in Education Committee. Named for NJEA's first female president, the award honors a member or an individual living or working in New Jersey who promotes women's rights and equality for all persons, particularly in education.

Nomination forms and documentation for any of these four awards are due Nov. 1, 2019. For awards criteria and to make a nomination, go to njea.org/equitynominations.

For more information call 609-599-4561, ext. 2290. 

HELP PROTECT YOURSELF AND YOUR LOVED ONES

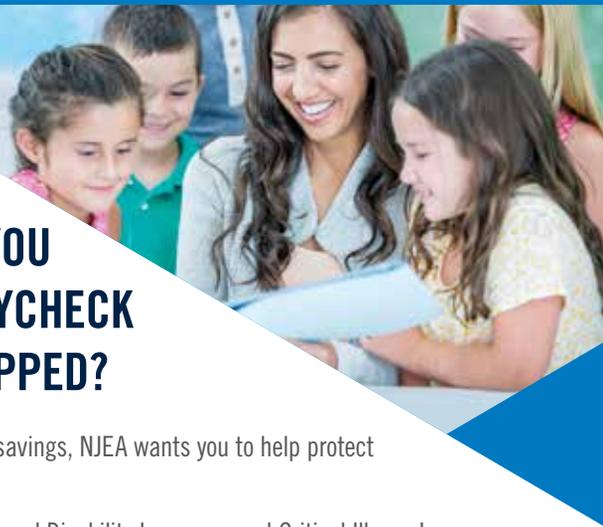
▶ WHAT WOULD YOU DO IF YOUR PAYCHECK SUDDENLY STOPPED?

From your paycheck to your savings, NJEA wants you to help protect what's important to you.

Enroll in the **only** NJEA-endorsed Disability Insurance and Critical Illness Insurance plans, issued by **The Prudential Insurance Company of America (Prudential)**.



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To enroll, call your EIS account executive at 1-800-727-3414, Option 3, or visit www.educators-insurance.com.



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LGBTQ+ INCLUSIVE CURRICULA

YOUR HELP IS NEEDED

LGBTQ students report that there is little that is as important to their vision of themselves as seeing LGBTQ+ people represented in their studies. Whether in history courses, literature, as part of the biographic profile of a scientist, or the subject matter in artwork, students need to see that people like them made it into adulthood successfully and are part of our common history. To that end, Make it Better for Youth (MIB4Y) is seeking volunteers to assist in the creation of an LGBTQ+ inclusive curriculum model to be used in New Jersey schools.

With the recent passage of the inclusive curriculum law here in New Jersey, MIB4Y is poised to see LGBTQ inclusive curriculum become a reality. Working with NJEA members and other New Jersey educators at a summit in March 2019, MIB4Y developed lesson criteria, cultural competencies for educational communities and discussed the challenges of the law's implementation.

HOW TO SUBMIT LESSON PLANS

MIB4Y asks New Jersey educators, curriculum writers, administrators or scholars to submit LGBTQ+ inclusive lessons that will be reviewed by educators to ultimately be shared with other educators in New Jersey. MIB4Y is accepting lesson plans for all grade levels and all subject areas, placing a high priority on lessons that are:

- ELA and STEAM (science, technology, engineering, arts, and mathematics) disciplines.
- Intersectional in design.
- Transformational in nature (See bit.ly/multiculturalcurriculum).

Please use the template found at bit.ly/inclusivelesson to write the lesson plan. Please make certain all sections are addressed. Then submit the completed lesson at bit.ly/lgbtqlessonsubmit.

For additional information, visit makeitbetter4youth.org.

For questions, click on "Contact Us" on the MIB4Y website.

CLEARING THE RECORD

ANAPHYLAXIS: PROFESSIONAL GROUPS ADVOCATE USE OF EMERGENCY CARE PLANS

In "Educators are Saving Lives: Life-Threatening Allergies and the Use of Epinephrine in Schools," a paragraph on Page 34 was edited in a way that placed the focus on the wrong half of a paragraph. While the paragraph correctly conveys that anaphylaxis requires the rapid administration of epinephrine, it did not make it clear that many professional organizations advocate the use of emergency care plans for students with known anaphylaxis.

The paragraph should have read as follows:

Anaphylaxis is a potentially life threatening, severe allergic reaction. Anaphylaxis is increasing in prevalence and only responds to treatment with epinephrine. Anaphylaxis may develop very quickly and requires the rapid administration of epinephrine. It is recommended by professional medical groups such as the American Academy of Pediatrics (AAP) and the American Academy of Allergy, Asthma &

Immunology (AAAAI), and educational organizations such as Asthma and Allergy Network and Food Allergy Research and Education (FARE) that anaphylaxis emergency care plans are used for students with known anaphylaxis.

"Educators are Saving Lives" appeared in the May 2019 *NJEA Review*.

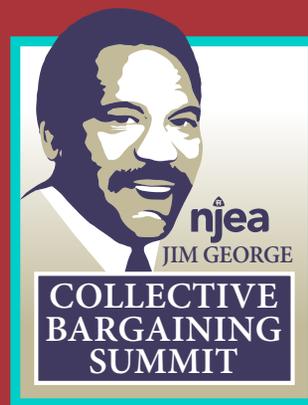
WHERE'S THE BCEA PRESIDENT?

Bergen County Education Association (BCEA) members can rest easy knowing that their president, Susan McBride, has not hightailed it to Cumberland County.

In an article reporting on the proceedings of the March 30 meeting of the NJEA Delegate Assembly ("Teacher of the Year Honored at Delegate Assembly") it was correctly reported that BCEA President Susan McBride was elected as an NEA State Director representing New Jersey. The article stated incorrectly, however, the county where McBride works. She works in Bergen County.

The article appeared in the May 2019 *NJEA Review*.

NOMINATE A LOCAL ASSOCIATION FOR BARGAINING EXCELLENCE



A local association that has demonstrated excellence in collective bargaining will be honored at the summit with the 2019 Jim George Collective Bargaining Award at the NJEA Jim George Collective Bargaining Summit on Oct. 25-26 at the Doubletree in Somerset. Those nominated will also be recognized

CRITERIA

A local qualifies for nomination by meeting one or more of the following criteria:

- Bargained one or more new contractual provisions not already found in another affiliate's contract.
- Conducted an extraordinary community-organizing effort that resulted in a settled agreement.
- Used the bargaining process to propel new members into association involvement and leadership positions.
- Achieved a particularly good settlement, in comparison to state averages, in salary increases, benefits, professional development, and/or member protection and follows best practices for salary guides.

NOMINATION

Local associations can be nominated by any NJEA member or NJEA staff member. To nominate a local, visit njea.org/cbaward.

To be considered for the 2019 Jim George Collective Bargaining Award, settlements must be ratified by both parties between July 1, 2018 and June 30, 2019

Nominations are due Sept. 13, 2019.

COOL STUFF

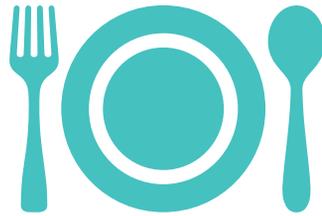
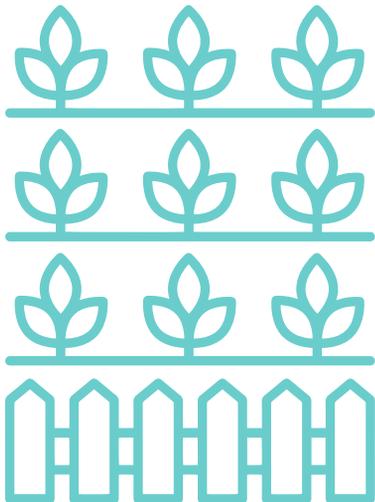
CELEBRATE JERSEY FRESH FARM TO SCHOOL WEEK

Jersey Fresh Farm to School Week was created through legislation in 2010 to establish an annual celebration, the last full week in September, to highlight New Jersey farms and their connections to Pre-K to 12th-grade schools.

Each year, schools across the state host events with their communities that include taste tests of locally grown produce, events that take place in school gardens, cooking contests that encourage cooking with local ingredients, and visits from local and state officials to celebrate the week.

At the New Jersey Department of Agriculture (NJDA), Farm to School is an important part of all child nutrition programs funded through the U.S. Department of Agriculture (USDA). The website farmtoschool.nj.gov is a first-stop resource for any school administrator, educator, food service professional, staff or parent looking to improve the health and wellness of their school community. Visit there for more information and the following links to learn what your school can do to plan for next September's Jersey Fresh Farm to School Week

For more information, visit bit.ly/ftsjerseyfresh, email newjerseyf2s@ag.nj.gov or call 609 292-8747.



RESOURCES AROUND ON NEW WEBSITE TO HELP FEED CHILDREN

The New Jersey Food for Thought Campaign has launched a new website full of information and resources to help deliver school breakfast, summer and after school meals to more children in need.

The website provides information about all three federal child nutrition programs, resources for both advocacy and implementation, grant info and links to organizations that can help communities claim federal dollars to feed more hungry kids.

Visit njfoodforthought.org to learn more.

NEW FUND SUPPORTS AFTER SCHOOL, SUMMER MEALS EXPANSION

The New Jersey Child Nutrition Fund (NJCNF), created and administered by the Reinvestment Fund and supported by the Robert Wood Johnson Foundation, provides capital funding and technical assistance to child care providers, community-based organizations and food vendors who participate or seek to participate in the federal Summer Food Service Program and Child and Adult Care Food Program.

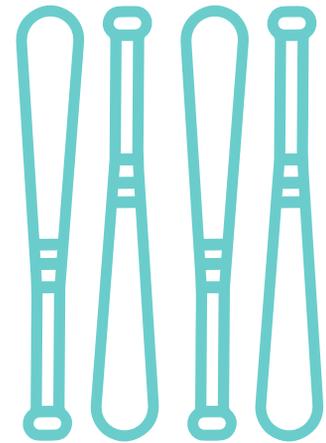
Through a rolling application process, funding will be available with grant awards ranging from \$5,000 to \$50,000 to fund program planning and additional grant and loan funds available as capital investment and implementation awards.

Visit reinvestment.com/childnutritionresourcecenter to learn more.

ATTENTION YANKEES FANS

The New York Yankees want to fill their stands with NJEA members. That's why they are offering an exclusive discount through the NJEA website. You can get up to 50 percent off tickets for you, your family, and friends.

Visit njea.org/attention-yankees-fans to learn more. Keep checking back as the season progresses and more games are added.



SCORE DISCOUNTED TICKETS TO SOMERSET PATRIOTS GAMES

The Somerset Patriots provide NJEA members with an exclusive offer all season long.

NJEA members can use Promo Code: NJEA online or at the box office for any Sunday – Thursday home game to receive \$8.50 Upper Box Tickets (Normally \$11.50).

To order tickets, visit njea.org/somerset-patriots.



DISPLAY BOOKS YOU'VE WRITTEN AT THE NJEA CONVENTION

The authors' area at the NJEA Convention is a space on the exhibit floor that provides active, retired and preservice NJEA members a chance to showcase materials they have published that enhance and add value to the teaching profession or that can serve as useful educational resources for teachers and parents. Members interested in exhibiting in the authors' area must be willing to offer members advice on how to go about publishing their authored works. Submissions must meet NJEA criteria.

The 2019 NJEA Convention will take place on Thursday, Nov. 7 and Friday, Nov. 8, in Atlantic City. Member authors will be responsible to exhibit on both days of the convention—during all show hours—displaying and selling their



published works and conversing with members. The cost to participate in the authors' area is \$50.

The application to reserve your space can be found at njeaconvention.org. Slide over "Program" and click on "Authors' Area." The application must be printed, completed and returned with your submission(s) and check for \$50 made out to NJEA/Author's Alley. For questions, call Felicia Davis at 609-599-4561, ext. 2260.

NJEA must receive your space reservation by June 28, 2019.

GET TEACHING TIPS IN YOUR EMAIL

Looking for tips on classroom management, simplifying complex ideas, instructional holiday activities, report writing, motivation, organization and everything else that comes up over the course of a school year? Consider subscribing to the National Education Association's Works4Me Newsletter. Works4Me is a free biweekly e-newsletter, showcasing practical classroom tips written by the readers themselves. For more than 10 years, NEA has been gathering great ideas from the real experts, educators like you.

Go to nea.org/Works4Me to sign up for the newsletter. While you there, you can browse among the thousands of ideas that are already there. You can also submit your own tried and true tips.

Coverage you can depend on for the ones you love.

As an eligible NEA member,* you've got the protection of **NEA Complimentary Life Insurance**, issued by **The Prudential Insurance Company of America** — but you should name a beneficiary to make sure your loved ones are covered. Go to neamb.com/free-tote and register your beneficiary to get this **FREE** tote. Or call **1-855-NEA-LIFE (632-5433)** and mention offer code: TOTEBAG

*Visit us online or call for eligibility requirements. NEA Members Insurance Trust is a registered trademark of the NEA Members Insurance Trust. NEA Complimentary Life Insurance is issued by The Prudential Insurance Company of America, Newark, NJ. 0302614-00002-00



Visit neamb.com/protect to learn about all the solutions available to help meet your insurance needs.

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The Law and You

NEW JERSEY FAMILY LEAVE INSURANCE

BY LOUIS P. BUCCERI, ESQ.

The problem of supporting yourself and your family when a leave is needed to care for a family member is all too common. Statutory rights to take a leave due to a serious family illness, or for child-rearing, exist based on the federal Family and Medical Leave Act (FMLA) and/or the New Jersey State Family Leave Act (NJFLA). However, those statutes do not provide any right to be paid for time spent on family leave. Some local association contracts provide for paid family-leave days, but they are usually of limited duration.

Fortunately, a different New Jersey statute can supply income to those on family leave. New Jersey Family Leave Insurance (NJFLI)—also called Temporary Family Disability Leave Benefits—applies to all employees covered under the New Jersey Unemployment Compensation Law. It does not give you the right to take a leave. Instead it provides a weekly payment, similar to unemployment benefits, while you are on a family leave. The payment comes from the state and is funded through a mandatory payroll deduction similar to the deductions for unemployment benefits.

You should apply for these payments while you are on

Louis Bucceri, Esq., is a partner at Bucceri Pincus. He is one of NJEA's network attorneys.

an NJFLA leave. The online application to the state for payment of NJFLI must be filed no later than 30 days after the

**NEW JERSEY
FAMILY LEAVE
INSURANCE
(NJFLI) PROVIDES
A WEEKLY
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BENEFITS, WHILE
YOU ARE ON A
FAMILY LEAVE.**

leave starts. The application can be found at bit.ly/njfli. If you take an NJFLA leave without claiming the payment, it may be denied at a later time. Reasonable notice must be given to your employer for a leave for family illness (only leaves for serious health conditions are covered) or that is due to domestic or sexual violence. Notice to an employer regarding a continuous child-rearing leave that is due to the birth or placement of an adopted

or foster child must be at least 30 days in advance, or a loss of benefits will be imposed. If you are seeking an intermittent leave under any of these provisions, 15 days' notice must be given to the employer.

The amount of payment to which you are entitled is based on a percentage of your salary up to a state maximum. The maximum in 2018 was \$681 per week. Currently payments can be received for up to six weeks (or 42 days if the leave is intermittent) in a 12-month period. Employees whose payments start after July 1, 2020, will be able to receive benefits for up to 12 weeks (or 56 intermittent days). The NJFLI payments must all be collected within a year of the birth or placement of a child if the leave is for that purpose.

Payment for up to 20 days is available when an employee or their family member has been a victim of domestic abuse or sexual violence. An employee can choose to use accumulated sick leave, or other contractual paid leave benefits, in place of all or part of NJFLI, if the absence is due to domestic abuse or sexual violence.

You cannot receive NJFLI payments while you are being paid by your employer for any reason, or while collecting unemployment benefits. You will be disqualified if you take a second job while receiving the payments, although you can keep a second job if you had it before

the payments started, provided that you do not increase your work in that job during that time.

Claims for NJFLI payments starting prior to July 1, 2019, are subject to a one-week waiting period during which no benefits are paid. If benefits are collected for over the following three weeks, the benefits for the first week will be paid retroactively. Benefits that begin after July 1, 2019, will be paid with no waiting period. The payments do not count as salary for pension. They are excluded from state, but not federal, income taxes. Health insurance is not continued unless you have the right to continue it by contract or through an FMLA/NJFLA leave. FLIA payments do not result in any right to re-employment.

Another statute, the state's Earned Sick Leave Law, allows the use of sick-leave pay earned by the employees it covers for absences due to even minor family illness. Unfortunately, the Earned Sick Leave Law does not apply to anyone who is regularly employed by a school district. Aside from victims of assault, school employees cannot use sick days for family leave, unless a contract, past practice or policy permits it. Always consult your NJEA UniServ office before seeking a family leave or family leave insurance payments. 

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FOR MORE INFORMATION:

admissions@njctl.org
www.njctl.org/endorsement/njea/

NJEA REPORT

CAMDEN EA PRESIDENT WALKS 40 MILES TO PROTEST SCHOOL CLOSURES

Protesting the potential closing of schools, Dr. Keith Eric Benson, president of the Camden Education Association (CEA), walked more than 40 miles to raise awareness about the budget crisis facing the city's traditional public schools. Benson began his walk on Monday, April 15 at the CEA office in Camden and concluded his journey on Wednesday, April 17 in Trenton at the New Jersey Department of Education (NJDOE). Prior to Benson's testimony before the State Board of Education, a group of students, activists and pro-public education supporters rallied with the hopes of keeping traditional public schools open that are currently slated to be closed before the start of next school year.

Benson documented his journey with #WeChooseMilesForEquity and #NJMiles4Equity to call attention to the lack of adequate funding in the city's school district. More than 50 activists welcomed Benson to Trenton and praised him for his commitment to the children of Camden. Throughout the rally, ac-

tivists emphasized the success that traditional public schools have when community members are involved in the decision-making process. They echoed Benson's call for equitable funding for all of the state's traditional public schools regardless of their ZIP code.

BLISTAN: WE BELIEVE IN CAMDEN'S TRADITIONAL PUBLIC SCHOOLS

NJEA President Marie Blistan and NJEA Secretary-Treasurer Steve Beatty joined the rally outside of the NJDOE and offered both their praise for Camden's public schools and their disappointment with inadequate funding.

"Today, every NJEA member is a Camden Education Association member because we've all faced the unnecessary budget cuts that hurt children," said Blistan. "We believe in the people who work for the Camden City public schools. We believe in the children who attend the Camden City public schools. We believe in the value that the public schools in Camden hold for the future of the entire



After a three-day, 40-mile walk from Camden to Trenton, CEA President Keith Eric Benson protests the planned closing of schools in the city of Camden.

Camden community."

Benson praised the support of all those around him throughout his 40-mile journey.

"What your support says to me is that this movement is bigger than Camden," said Benson. "Other cities are facing the exact same thing. We're here to fight, and I am here to meet with the commissioner and talk with him about what we need in the city to get our traditional public schools the resources they need."

Blistan highlighted the positive initiatives that NJEA has implemented with the help and support of the CEA and CEA members over the years. She pointed to the results of the various programs as she urged the NJDOE to find a way to relieve the budgetary constraints facing the district.

"Our Priority Schools Program, which harnesses the power of our NJEA member-leaders along with parents, has reshaped schools in Camden," Blistan said. "These schools are so successful because educators invest their time into the lives of the kids they teach.

"We've partnered with the New

Jersey Center for Teaching and Learning and the Camden City School District, with the guidance and support of the Camden Education Association, to help more than a dozen of Camden City's teachers become certified in physics so they could remain in district and provide a more rigorous education for the children of the city," Blistan continued. "We've established five community schools in Camden because we believe that schools work best when they involve parents and community members in the education of children."

"This work was done because we believe in the transformative power of traditional public schools," Blistan concluded. 📺



NJEA President Marie Blistan protests budget cuts to Camden's public schools while praising the value Camden's traditional public schools bring to the community.



REPOLLET AND BLISTAN VISIT CAMDEN SCHOOLS

NJEA President Marie Blistan and New Jersey Commissioner of Education Lamont Repollet, joined by Camden Education Association (CEA) President Keith Eric Benson, CEA 1st Vice President Larry Blake, CEA 2nd Vice President Karen Luke, Camden Superintendent Katrina McCombs and over a dozen representatives from the staffs of the New Jersey Department of Education, the New Jersey Center for Teaching and Learning and NJEA toured three schools in Camden Public Schools on April 29. NJEA Vice President Sean M. Spiller and NJEA Secretary-Treasurer Steve Beatty also joined the tour. They sought to shine a spotlight on a variety of academic and career and technical education opportunities available in Camden's traditional public schools. All three schools are part of the district and the CEA's community schools program.

A community school features a systemic approach to rethinking schools and their operation and includes five key elements: engaging and relevant curricula, an emphasis on teaching over testing, wrap-around services for students and parents, restorative justice practices, and parent and community involvement in decision-making.

The day began at Yorkship Family School in the Fairview section of the city. Yorkship was the first of nine Camden schools

that have participated in the NJEA Priority Schools Initiative (NJEA PSI), a program that ensures that staff working in the schools take leadership roles in student achievement and program design. Through the instructional support of NJEA PSI at Yorkship, the school is the best academically performing community school in the district.

Situated in a neighborhood with a significant history in shipbuilding, the school boasts a boat-building program that was featured in the *NJEA Review* in September 2018.

The group also visited the calming room at Yorkship, which is part of a restorative justice program that focuses on support and instruction in managing emotions.

At Dr. Charles E. Brimm Medical Arts High School in the Whitman Park neighborhood, Blistan and Repollet visited Chris Chavarria's physics classroom and heard a presentation from students participating in Chow Hound House, an initiative in the school's veterinary program. Physics teacher Chris Chavarria earned his endorsement to teach physics through the New Jersey Center for Teaching and Learning (NJCTL). Founded by NJEA, NJCTL has gone on to become the number one producer of physics teachers in the U.S., particularly in underserved communities. NJCTL is the featured cover story in this edition of the *Review*.

Brimm's Chow Hound House is a student-run food bank for animals that partners with other organizations to provide services to the Camden residents with domestic animals. In addition to animal nutrition, Chow Hound House provides spay and neuter services and partners with Animal Aid USA to find New Jersey homes for rescue dogs from Georgia, among other initiatives. The Chow Hound House has been featured in both the *NJEA Review* (January 2017), "Classroom Close-up NJ" (classroomcloseup.org), and ABC's "Good Morning America."

Finally, the group toured Thomas H. Dudley Family School in the East Camden neighborhood. NJEA PSI had provided training at Dudley School on the circle practice that the school uses to hold circle sessions with students and parents. Circle is a restorative justice practice. The group visited classrooms and heard presentations from students and staff on the school's comprehensive mindfulness and restorative justice programs that begin at prekindergarten and continue through eighth grade. 📌



Top Left: NJEA Priority Schools Consultant Barbara Gary and Ed Commissioner Lamont Repollet. **Top Right:** Student in Brimm's pre-veterinary program presented the Chow Hound House Program. **Bottom Right:** Visitors at Thomas Dudley School observe a morning circle in a preschool class.

WAYNE EA PAINTS THE TOWN RED



WEA members throughout Wayne showed their #RedforEd.

In response to national #RedForEd initiatives, along with NJEA's organizing efforts surrounding passage of important educational support professionals (ESP) and Chapter 78 legislation, the Wayne Education Association (WEA) declared 2019 the "Year of Action." An Action Team, chaired by Donna Reaver, a first-grade teacher at James Fallon Elementary School, began meeting in the fall of 2018 to plan for 2019.

"We all have to realize that participation in our union must extend beyond the local level—it's bigger than that," said Wayne Education Association (WEA) President Eda Ferrante, a social studies teacher at Wayne Valley High School.

Starting on Jan. 2, and every Wednesday in January, WEA members hit the ground running with their #RedForEd initiatives, gathering outside their school

buildings to walk in together to raise community awareness of the devastating toll that Ch. 78 has taken on educators across the state.

"Overall, the community has had a positive reaction," said Christopher DeWilde, a music teacher at Anthony Wayne Middle School. "Having a large percentage of parental and community support just strengthens our cause."

In February, WEA focused its energy on a social media campaign leveraging the national #RedforEd momentum and lobbying lawmakers to support legislation for ESP protections and Chapter 78 relief. At the end of March, WEA members called attention to Chapter 78, walking out of school at the end of the workday as a single group to demonstrate solidarity.

Reaver made sure that community and media outlets were

notified to keep the message clear.

WEA also works with district PTOs to engage parents at a deeper level, hoping that on future #RedForEd days, educators are not the only members of the community wearing red,

"We want to see parents and students wearing red in support of their educators," Ferrante said.

"Sharing our stories at board of education meetings has been eye-opening for many parents," said Rebecca Tzortinis, a teacher at Albert Payson Terhune Elementary School and PTO president of James Fallon Elementary School. "Many people outside of the profession are not aware of what is happening with Chapter 78 and hearing the concerns of dedicated professionals is important." <#>

Note: A longer, more detailed version of this article appears on njea.org. Search "Wayne."

TYING RED RIBBONS FOR EDUCATION IN BERGEN

On May 1, public school employees throughout Bergen County participated in a show of pride in Bergen County's public schools by tying red ribbons around their trees. They also displayed them in other visible places at their homes. This was a part of an on-going "Red for Ed" campaign, in which educators throughout the United States honor public education.

The Legislative Committee of the Bergen County Education Association (BCEA), under the leadership of President Sue McBride, coordinated the "Red for Ed" ribbon campaign, which came about in response to ideas generated by local leaders and with feedback from local presidents. The Legislative Committee is composed of teachers, educational support professionals, and retired members, who have been on the forefront of BCEA's legislative efforts, since the "Red

for Ed" campaign was initiated in the fall.

Members were invited to post selfies with their red ribbons on social media with the hashtag "#RedForEd, #MayDayofAction and #FixtheUnfairness. Red ribbons could be found throughout the county and even outside of Bergen County, as NJEA members across the state saw the value in the activity and lent their support by tying red ribbons in their neighborhoods.

"Bergen County schools are among the best in the nation, not just the state," said McBride. "This red ribbon campaign is about inviting the parents and community to join with us in showing their pride and support for public schools across Bergen County. Without a doubt, we set the bar high for our students, and continue to attract the best and the brightest educators and support



staff. I couldn't be more proud of our members in Bergen County who make our schools great for our students and communities."

Press kits, including a red ribbon and a flier, were sent to key legislators across the state, including Gov. Phil Murphy and legislators representing Bergen County.

"Sure enough, even some of our mayors and other local elected officials shared their red ribbon selfies," said BCEA 1st

Vice President Andy Policastro. "I think the best photos, though, are of our members. This was a campaign that everyone could get behind. We are certainly proud of our public schools, and this is a small but meaningful way to show it." <#>

Note: More photos from this story appear at njea.org. Search "red ribbon."



CORNEL WEST TO HEADLINE NJEA CONVENTION

JUSTICE IS WHAT LOVE LOOKS LIKE IN PUBLIC

The provocative public intellectual and groundbreaking author, Cornel West, will deliver the keynote address at the 2019 NJEA Convention in Atlantic City on Friday, Nov. 8 at 9 a.m. His address is titled, “Justice is what love looks like in public.”

Dr. West is a professor of the Practice of Public Philosophy at Harvard University and holds the title of professor emeritus at Princeton University. He has also taught at Union Theological Seminary, Yale, Harvard and the University of Paris. Dr. West graduated magna cum laude from Harvard in three years and obtained his Master of Arts in Philosophy and doctorate in Philosophy at Princeton.

Dr. West has written 20 books and has edited 13. Though he is best known for his classics, *Race Matters* and *Democracy Matters*, and his memoir, *Brother West: Living and Loving Out Loud*, his most recent book *Black*

Prophetic Fire has received critical acclaim.

He made his film debut in the *Matrix*—and was the commentator, with Ken Wilbur, on the official trilogy released in 2004. He also has appeared in over 25 documentaries and films including *Examined Life*, *Call & Response*, *Sidewalk and Stand*.

Dr. West has made three spoken word albums including *Never Forget*, collaborating with Prince, Jill Scott, Andre 3000, Talib Kweli, KRS-One and the late Gerald Levert. His spoken word interludes were featured on Terence Blanchard’s *Choices* (which won the Grand Prix in France for the best Jazz Album of the Year in 2009), *The Cornel West Theory’s Second Rome*, Raheem DeVaughn’s Grammy-nominated *Love & War: Masterpeace*, and most recently on Bootsy Collins’ *The Funk Capital of the World*.

WILL THIS BE YOUR FIRST NJEA CONVENTION? GET A FREE ROOM!

As of Sept. 1, 2019, will you have been an NJEA member for five or fewer years? Will the 2019 NJEA Convention be the first one you’ve ever attended? If so, NJEA would like to help you have a great convention experience and help make it easier to attend by reimbursing your overnight stay at the Golden Nugget on Thursday, Nov. 7.

In addition to being an NJEA member for five or fewer years, you must take the actions listed below to be eligible for reimbursement. You will be using your convention badge in the steps that require scanning at various convention locations.

- Scan in and attend one professional development workshop on Thursday, Nov. 7.
- Scan in at the Early Career Network Center on the Exhibit Hall floor in the Atlantic City Convention Center, before the floor closes on Thursday, to obtain your ticket to the Early Career Network Event, which will be held that evening at the Premier Nightclub at Borgata.
- Scan in, and attend, the Early Career Network Event at Premier on Thursday evening, Nov. 7.
- Scan in at one location at the NJEA Convention on Friday, Nov. 8.
- After the NJEA Convention, complete an emailed survey.

Should this promotion reach its capacity, a waiting list will be started for additional participants. Any participant who has not booked their room at Golden Nugget by Oct. 4 will be removed from the promotion and their spot will be given to the first available individual on the waitlist.

HOW DO I SIGN UP?

Participation is easy, so do it now before you end up on the waiting list! You’ll need to complete BOTH of the steps below.

1. Visit njea.org/firsttimeconv to claim a spot in the promotion. Do this right now.
2. By no later than Oct. 4, visit njea.org/hotelblocks book, and pay for, a room on Thursday, Nov. 7 at the Golden Nugget at the NJEA rate of \$62, plus taxes and fees. You may reserve additional nights, but NJEA will reimburse you for Thursday night only. The room rate is also \$62 (plus taxes and fees) on Wednesday, Nov. 6. The rate is \$162 (plus taxes and fees) for the night of Friday, Nov. 8.

After the NJEA Convention, if you have successfully met all of the requirements, a voucher will be sent to you. You will need to sign and return it with a copy of your paid hotel receipt by Feb. 1, 2020 to receive your reimbursement.

FINDING PURPOSE, BALANCE AND HOPE DURING YOUR FIRST YEARS IN THE CLASSROOM

THE NEW TEACHER BOOK PROJECT

THIS ARTICLE WAS CONTRIBUTED BY NUSHRAT HOQUE, A HIGH SCHOOL SCIENCE TEACHER, COMMUNITY ORGANIZER AND MEMBER OF THE ELIZABETH EDUCATION ASSOCIATION.

In the summer of 2017, two groups of early career educators from across the country traveled to either Milwaukee, Wisconsin or Portland, Oregon to help a new generation of teachers survive and thrive. United by a commitment to social and racial equity in our schools, the group included 12 NJEA members across different grade levels, content areas and school districts. While some had completed the demanding first few years in the classroom only to discover a new set of challenges, others were fresh out of teacher preparation programs and eagerly anticipating their first positions. At the time, I was still recovering from my first year in the classroom, and I was hesitant to share my own isolating and often alienating teaching experience. This retreat changed that.

Rethinking Schools, a social justice publishing project initiated by activist teachers in the 1980s, convened the retreats (See *NJEA Review* May 2017). With funding

from the National Education Association (NEA), Rethinking Schools brought together diverse educators to critically reflect on the second edition of Rethinking Schools' *New Teacher Book* and help produce a new and improved third edition. Our goal was to uplift voices that were absent in conversations about making schools and classrooms places of hope and justice for students and their communities. The retreats also provided a sense of hope for educators like myself who were already starting to feel the first stings of burnout and provided an avenue to share the stories that kept us coming back into the classroom.

After the retreat, I remember being excited to bring a new sense of purpose into my second year. However, without continued support, experience in similar spaces had shown me that optimism flickers over time. Fortunately, a small group of the Rethinking Schools NJ cohort felt similarly,

OUR GOAL WAS TO UPLIFT VOICES THAT WERE ABSENT IN CONVERSATIONS ABOUT MAKING SCHOOLS AND CLASSROOMS PLACES OF HOPE AND JUSTICE FOR STUDENTS AND THEIR COMMUNITIES.

and we began to meet not only to discuss our classroom struggles, but to turn them into reflections we could share with other teachers as we contributed articles and ideas for the new edition.

CURRICULAR OPPORTUNITIES TO TEACH FOR SOCIAL JUSTICE

Bagels and breakfast paved the way for our initial conversations, getting to know each other and identifying the issues we thought should be given priority. Although we taught very different students at very different levels, our discussions helped shape plans for the book. We began by discussing how we started the new school year, where we saw opportunities to teach for social justice in our curriculum, the classroom challenges we faced along the way, the pitfalls of standardized assessments and, more broadly, the structure of the education system and the politics of education reform.

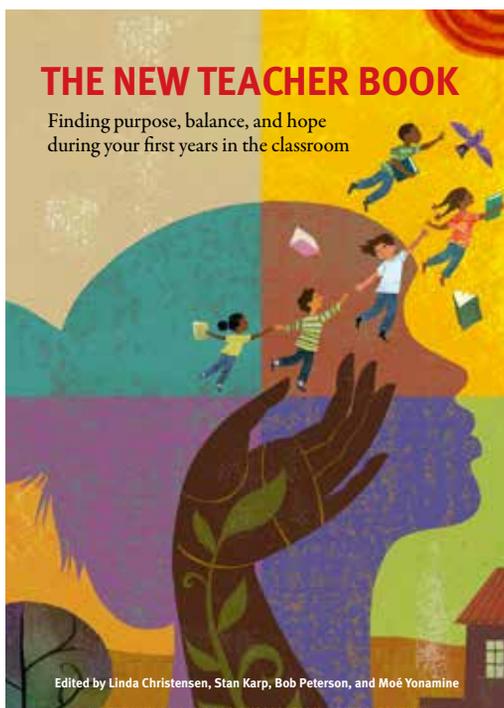
When the new edition was published last February, we came together to celebrate. The *New*

Teacher Book brings together voices from educators, activists and parents with a deep interest in addressing inequalities in the school system. Not only does it provide practical guidance for new teachers, it provides inspiration for veteran teachers as well. The ideas about pedagogy, curricula and finding community and hope, often in the midst of daily chaos, come to life in the stories teachers tell about their classrooms and students.

At NJEA's TEACH conference this past April, my retreat colleague John Terry and I used articles and excerpts from the *New Teacher Book* to engage other educators in a session titled the "Power of Reflection in Practice."

My experience with the *New Teacher Book* project challenged me to think critically about areas of social justice I have taken for granted in my own teaching. That inspired me to try practices outside of my comfort zone such as bringing poetry into my chemistry classroom. Engaging with the *New Teacher Book* can do the same for you. 🌱

THE NEW TEACHER BOOK BRINGS TOGETHER VOICES FROM EDUCATORS, ACTIVISTS AND PARENTS WITH A DEEP INTEREST IN ADDRESSING INEQUALITIES IN THE SCHOOL SYSTEM.



NJEA members can get the *New Teacher Book* at a special 25 percent discount at rethinkingschools.org/ntb. Use the code NJEA19 to get your copy today.

Edited by Linda Christensen, Stan Karp, Bob Peterson, and Moé Yonamine

A RETHINKING SCHOOLS PUBLICATION • THIRD EDITION

NJEA PUBLIC CHARTER MEMBERS WORK GROUP HOLDS THIRD ANNUAL 'BOOT CAMP'

NJEA continues to successfully organize educators working in charter schools in New Jersey. With each new affiliation, charter school members are welcomed into our union family, hungry for knowledge on how to improve their working environment in the best interests of their students and colleagues.

The NJEA Public Charter Members Boot Camp, held at the Princeton Marriot for the third consecutive year, is a forum for new members to gain knowledge and network with fellow charter school colleagues at different stages in their local association's development.

Danny Cyckowski is the chair of the NJEA Public Charter Members Work Group (PCMWG) and treasurer of one of NJEA's oldest charter school affiliates, the Brunswick Charter Education Association. He was excited about the boot camp turnout and group breakout sessions this year.

"The Boot Camp is an opportunity for networking and organizing training that must not be missed," said Cyckowski.

"Many of our newer charter affiliates have moved mountains to gain their status as a union. Their next step is learning how to grow their organizations and keep them strong. They can get that information here."

The April 13 breakout sessions included information on developing the structure of locals, identifying association needs and innovative ways to engage members.

SOLIDARITY AND SERVICE AWARDS

Noelle Tabor is the president of the METS Charter Education Association and 2019 METS Charter School Teacher of the Year. Tabor received the 2019 PCMWG Solidarity Award for her outstanding efforts while organizing the METS Charter EA and for her assistance to other charter and traditional locals and their leaders.

The accolades received by Tabor in her school are a recent turnaround that came after a tumultuous rise to leadership when her employment was threatened by a past administration that was

displeased by her union activity.

Cyckowski received the PCMWG Service Award for his leadership of the work group and continuing efforts to strengthen his and other charter locals by assisting members and leaders with reaching best practice models of organizing.

NJEA ON CHARTER SCHOOLS

NJEA's position on charter schools reflects its dual commitment to public school employees: those who work in traditional public schools that need protection from the rapid expansion of for-profit charters, and those who work in charter schools facing deplorable working conditions not seen on such a large scale in traditional public schools since the 1970s.

NJEA advocates for a moratorium on the approval of any new charter schools or the expansion in size or geographic reach of existing charter schools until certain conditions are met. On the other hand, NJEA encourages affiliation for the employees of charter schools and supports

their efforts to organize as local associations in the NJEA family.

The first step for charter school employees who want to organize is to call their local NJEA UniServ regional office. The UniServ office can connect you with a team of experts ready to guide you and future NJEA members. NJEA Organizational Development Field Representative Marguerite Schroeder and her crew of charter organizers will investigate your needs and help you to develop effective strategies to respond to your circumstances.

In 2016, Schroeder instituted the NJEA Public Charter School Organizing Boot Camp for NJEA members who work in charter schools and for NJEA UniServ field representatives dealing with an increase of charter activity in their regions. The Public Charter Members Work Group includes members from each of the 17 public charter schools in which NJEA has a local affiliation. 🇺🇸



Charter school union leaders Noelle Tabor and Danny Cyckowski.



NJEA Organizational Development Field Rep Marguerite Schroeder (l) presents Tabor with the Solidarity Award.

NJEA MEMBERS STAND TOGETHER AT 2019 HIGHER EDUCATION CONFERENCE

Over 200 NJEA members attended the 2019 NJEA Higher Education Conference held in Princeton on April 12-13. The conference offered a variety of workshops for NJEA members working in New Jersey's 19 community colleges, including academic freedom, social media for organizers and workplace health and safety.

In his opening remarks, NJEA Vice President Sean M. Spiller spoke of the need to maintain New Jersey's excellent public schools through various initiatives. He singled out the importance of making the choice to major in education an attractive one for college students.

"We know how great our schools are in New Jersey," said Spiller. "We need to make sure that we continue to attract the very best to the profession."

SHORTAGE OF EDUCATION CANDIDATES INCREASES

Unfortunately, colleges and universities across the state are seeing a drop in the number of candidates who enroll in teacher preparation programs and other course work that leads to certification for public school educators. School districts throughout New Jersey struggle to recruit an ethnically diverse faculty because of the added decrease in enrollment of people of color in teacher certification programs.

Significant increases in health insurance premium contributions because of Chapter 78, reductions in pension benefits and increased work responsibilities are a few of the conditions that have made the teaching profession a less attractive career choice for many college students.

In addition, the high cost of attending colleges and universities, and achieving teacher certification, is not offset by potential income after entering the education profession.

NJEA is working closely with

Gov. Phil Murphy's administration, legislators and New Jersey Secretary of Higher Education Zakiya Smith-Ellis to remedy these issues.

MORE AFFORDABLE OPTIONS

The governor's recent state budget proposal provides \$2.57 billion to higher education, pro-

"IT'S NOT JUST ABOUT GETTING STUDENTS READY FOR COLLEGE, IT'S ALSO ABOUT MAKING SURE THAT COLLEGES ARE READY FOR STUDENTS."

moting access to a more affordable education for underserved student populations. The budget includes \$58.5 million to support free county college enrollment and \$438 million for Tuition Aid Grants.

This year's budget, however, does not increase direct aid to community colleges. Costs at community colleges have increased while the number of full-time staff positions have decreased. Existing faculty and staff have less time to devote to meeting student needs and helping them succeed.

NJEA is urging all legislators to support tuition-free options for students attending New Jersey's county colleges. These options make higher education more attainable and attractive for more students, help alleviate the student debt crisis, encourage more people to raise families in New Jersey, and help build the educator workforce we need to maintain excellence in our public schools.

SECRETARY OF HIGHER EDUCATION ADDRESSES THE ISSUES

As the headliner for the conference, Smith-Ellis presented key points from the Murphy administration's newly minted plan for higher education.

The plan, titled "Where Opportunity Meets Innovation: A Student-Centered Vision for New Jersey Higher Education," includes a vision statement, a student bill of rights and a map for implementation. The goal of the initiative is to unite New Jersey's 78 higher education institutions and boost the state's school-to-workforce pipeline.

Details of the plan can be found at state.nj.us/highereducation/stateplan.shtml.

The secretary acknowledged that the rising cost of higher education is often an insurmountable challenge for students who lack the resources to afford college tuition.

"We have got to put a comprehensive approach in place for what we are doing to provide for the actual cost of higher education," said Smith-Ellis. "Financial

literacy is great, but financial literacy does not actually pay for college."

She also addressed the importance of unionism in higher education and stressed the value of administrators collaborating with staff in the best interest of students.

"When you talk to union members you are talking to the folks who are in direct contact with the people who you are trying to help," said Smith-Ellis. "It's not just about getting students ready for college. It's also about making sure that colleges are ready for students."

Smith-Ellis welcomed comments and questions from the audience after her presentation. Many NJEA higher education members took the opportunity to have a dialog with the secretary as she responded to their concerns about funding, the continuing trend among college administrators of replacing full-time higher education staff with adjuncts, and other issues.

The NJEA 2020 Higher Education Conference is scheduled to be held on April 17-18. 📍



NJEA Vice President Sean M. Spiller recognized higher education member excellence at the Higher Education Conference. Front from left: Faculty Higher Education Member of the Year Kerry Frabizio of Warren County Community College, Administrative Higher Education Member of the Year Joanne Kinzy of Camden County College, and ESP Higher Education Member of the Year Donna Podolski of Rowan College at Burlington County. Back from left: Spiller and NJEA UniServ field reps Marcia Kleinz and Ron Topham.

TEACHER LEADER ENDORSEMENT REGS ADOPTED

At its April 17 meeting, the State Board of Education adopted regulations that lay out the requirements for programs leading to a teacher leader endorsement and for the educators who will seek it. This paves the way for colleges and universities—and for organizations such as NJEA—to put the finishing touches on their programs of study leading to the endorsement.

Teacher leaders are advocates for the teaching profession and student learning. Educators who will hold the teacher leader endorsement are not administrators. They will lead from the classroom and serve in positions where they can help improve teacher practice and create a collaborative culture where decisions about schools and learning can be made with teachers, not above them.

The State Board’s adoption of regulations is the culmination of a multiyear process that officially began when the state Legislature enacted a law creating the endorsement on Sept. 18, 2015. The law created a Teacher Leader Endorsement Advisory Board in the New Jersey Department of Education (NJDOE).

Appointed by the state’s

Commissioner of Education, the board consists of one NJDOE staff member, four NJEA members, one American Federation of Teachers-New Jersey member, two New Jersey Principals and Supervisors Association members, and one member each from the New Jersey Association of School Administrators, the New Jersey School Boards Association and the New Jersey Association of Colleges for Teacher Education.

NJEA member Heidi Olson of the Hopewell Valley Education Association chaired the Teacher Leader Endorsement Advisory Board. NJEA members Gary Melton of the Atlantic City Education Association, Gayl Shepard of the Montclair Education Association and Dana Zimbicki of the East Brunswick Education Association also served on the board.

PREPARE THIS FALL TO APPLY FOR NJEA TEACHER LEADER ACADEMY

NJEA has been developing the structure of its Teacher Leader Academy since the Legislature created the endorsement nearly four years ago. Its program will work from the premise that



The New Jersey Commissioner of Education, the State Board of Education and NJDOE staff congratulate members of the Teacher Leader Endorsement Advisory Board on reaching the final step to create the endorsement. From left: SBOE Vice President Kathy Goldenberg, Assistant Commissioner Linda Eno, TLEAB Chair Heidi Olson, Commissioner of Education Lamont Repollet, NJPSA Executive Director Patricia Wright, Rowan University Professor Lisa Vernon-Dotson, AFT-NJ representative AFTNJ TLEAB representative Stacey Lemongelli, Deputy Assistant Commissioner Diana Pasculli and Deputy Assistant Commissioner Tonya Breland.

those working most closely with students have tremendous insight in the ways that schools should be run.

Pending NJDOE approval of its program, the association anticipates that its first cohort of teachers seeking the endorsement

through the NJEA Teacher Leader Academy will begin their study in January 2020. Look for information about how to apply for the program in the NJEA Review this fall.

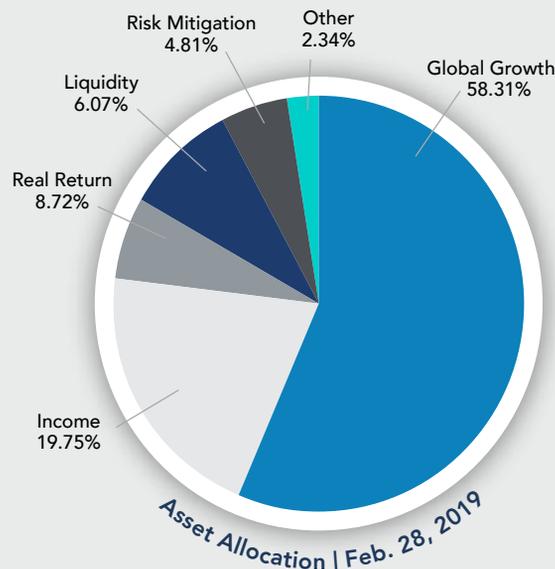
For questions, email teacherleader@njea.org

PENSION UPDATE

TOTAL PENSION FUND: \$76.1 BILLION

The totals below reflect market values as of February 28, 2019, and for comparison, December 31, 2018. The figures, which are rounded, may not reflect the current market values of some alternative investments through the period noted, because of lags in reporting under industry standards.

	Feb 28, 2019		Dec 31, 2018	
	Market Value (\$ billions)	Asset Allocation	Market Value (\$ billions)	Asset Allocation
Global Growth	\$44.40	58.31%	\$40.69	56.43%
Income	\$15.04	19.75%	\$14.97	20.76%
Real Return	\$6.64	8.72%	\$6.50	9.01%
Liquidity	\$4.62	6.07%	\$4.47	6.20%
Risk Mitigation/Capital Preservation	\$3.67	4.81%	\$3.75	5.21%
Other	\$1.77	2.34%	\$1.73	2.39%
Total	\$76.14	100%	\$72.11	100%



All reports and financial statements are posted on the Division of Investments’ website at www.nj.gov/treasury/doinvest/index.shtml.

A TEN-YEAR REVIEW OF A NEW JERSEY SCIENCE AND MATHEMATICS TEACHER ENDORSEMENT PROGRAM

BY DR. ROBERT GOODMAN

A GROUNDBREAKING COLLABORATION

In 2009, a groundbreaking collaboration developed among NJEA, the New Jersey State Legislature, the New Jersey Department of Education (NJDOE), the office of the governor, and the New Jersey Center for Teaching and Learning (NJCTL), which is a nonprofit charitable foundation formed by NJEA.

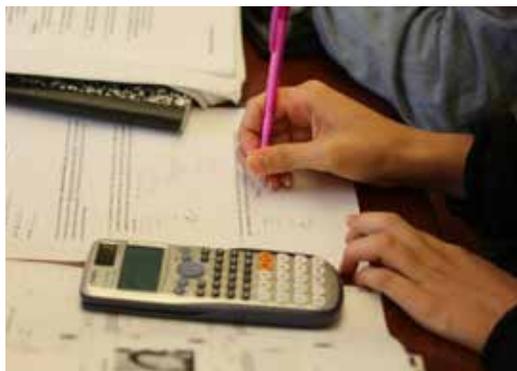
Their goal was to replicate the success of a science, technology, engineering and mathematics (STEM) education initiative that I developed at Bergen County Technical High School in Teterboro. The program was grounded in ninth-grade physics and tenth-grade chemistry, subjects for which there were only enough teachers to instruct fewer than half of all New Jersey students. Thus, an immediate goal was to dramatically increase the number of teachers for these subjects.

This collaboration resulted in legislation enabling NJCTL to pilot a program to create new STEM teach-

Dr. Robert Goodman is the executive director of the New Jersey Center for Teaching and Learning. He was named the 2006 New Jersey Teacher of the Year and was a physics teacher in Bergen County Technical Schools. Goodman was a founding member of the NJCTL board in 2007. He left the board when he became NJCTL's executive director in 2009. He received his bachelor's degree in physics from the Massachusetts Institute of Technology, a Masters in the Art of Teaching Physics from SUNY Stony Brook, and a doctorate in science education from Rutgers.

Top to bottom left: Physics teacher Nicole Hamlet at Trenton Central High School. Camden physics teacher Chris Chavarria at Brimm School in Camden. AP course participation is up in Trenton. **Top to bottom right:** Chris Chavarria teaches physics and chemistry in Camden. In Trenton, students take physics in the ninth grade. Chavarria preparing students to work on their model home circuit boards.





TEACHERS WITH **CERTIFICATION** IN ANY SUBJECT AREA MAY ENROLL IN COURSES TO **LEARN** THE CONTENT, AND HOW TO **TEACH** THE CONTENT, OF PHYSICS, CHEMISTRY OR MATHEMATICS.

ers using a new approach: teaching current teachers mathematics or science and how to teach those subjects, regardless of their previous teaching assignment or academic background. NJCTL quickly became the Number 1 producer of physics teachers in the United States and, by 2010, was also a leading producer of chemistry teachers.

Assemblywoman Mila Jasey and State Sen. Teresa Ruiz sponsored both the 2009 pilot legislation and the 2012 legislation that ensured NJCTL could permanently continue this important work.

THE RESULTS

Today, NJCTL plays a key role in positioning New Jersey to lead the nation in STEM education. While much work remains to be done, the state is on a powerful, positive trajectory toward this goal.

The new teachers produced by NJCTL are providing many more New Jersey students with opportunities to study science and mathematics. There is a strong, effective focus on students from underserved backgrounds.

New Jersey has become the Number 1 state in the U.S. for learning physics, as measured by both SAT II and Advanced Placement (AP) results. Similarly, New Jersey has become the Number 2 state for chemistry, as measured by SAT II and AP results. (Source: Hanover Research. See njctl.org/who-we-are/research/ctl)

BACKGROUND INFORMATION

NJCTL is an independent, nonprofit charitable organization founded in 2007 by NJEA with the mission of empowering teachers to lead school improvement so that all children have access to a high-quality education.

NJCTL invests in teachers to

make their work simpler, more effective, and less stressful by providing comprehensive, free, editable kindergarten to AP science and AP mathematics classroom course materials. In the process, expenses are reduced for districts by eliminating the need for textbooks. These materials are used in New Jersey, across the United States, and in 183 countries. In 2018, more than 820,000 files were downloaded by 225,000 unique visitors to njctl.org.

Since 2009, these same materials have served as foundational course materials for NJCTL to train teachers in physics, chemistry and mathematics. Along with social constructivist classroom pedagogy, well-trained teachers are successfully leveraging this foundational approach to drive strong student outcomes.

NJCTL's team of educators continuously works to improve NJCTL courses using data-driven findings to exceed demands in learning standards, enhance the interactive nature of coursework, and engage learners through reasoning and real-world connections and implementations. These educators serve as a dedicated faculty to build, coach, and guide an ever-increasing cohort of effective STEM teachers.

THE NJCTL ENDORSEMENT PROGRAM

Teachers with certification in any subject area may enroll in courses to learn the content, and how to teach the content, of physics, chemistry or mathematics. The full program consists of 30 credits in science, 38 credits in K-12 mathematics, or 24 credits in middle school mathematics. After completing the program, passing the necessary Praxis examination(s), and completing the application process with the NJ-DOE, teachers receive an endorse-

ment in their new subject area.

Because they begin teaching while they are studying more advanced content, their prior learning is reinforced, and districts have a teacher for the introductory course in that subject without having to wait for the candidate to complete the full program.

EVOLVING TO LEARNER-SCHEDULED ONLINE COURSES

NJCTL has had great success with its programs but recognized two obstacles to providing all teachers access to the opportunity to earn a new STEM endorsement: cost and location. Both have been addressed by shifts in NJCTL's instructional model.

The program in place through 2017 required 300 hours of in-person classroom time. It was not possible to have enough locations to be convenient to all teachers. Also, teachers who had family responsibilities, second jobs, coaching or other duties could not participate. After several years of piloting online courses, the creation of many thousands of videos made it possible to transform to an anytime, anyplace model of education. All NJCTL courses are now accessible online, and teachers can start them at their convenience because traditional academic calendars are not used.

DONOR-FUNDED SCHOLARSHIPS

At \$275 per credit, NJCTL tuition is about one-third the cost of traditional university programs. Nonetheless, not all teachers can afford the \$5,000 to \$10,000 to pay for their own endorsements. Tuition is also a problem in cases where districts do not have the necessary funds but need teachers with these shortage-area certificates.

Fortunately, donors have pro-

vided scholarships to cover up to 75 percent of tuition for as many as 35 teachers each year. These donors, Thompson Family Foundation, Bayer USA Foundation, Morgridge Family Foundation, and the Celia Lipton Farris and Victor W. Farris Family Foundation, recognized that a \$5,000 investment could put a qualified, motivated teacher of science or mathematics in a classroom, potentially improving the lives of thousands of children over the coming decades.

GRADUATE CREDITS AND MASTER'S DEGREE PROGRAM

Colorado State University-Global Campus (CSU-Global) provides our students with regionally accredited graduate credits and a path to a master's degree. Students submit their transcripts to CSU-Global and pay the institution \$85 per credit to get a CSU-Global transcript. Up to 18 earned credits may be applied toward a CSU-Global master's degree with the remaining 18 credits consisting of online courses from CSU-Global for \$450 per credit.

CURRENT PROGRESS

In total, 377 teachers (280 in physics, 85 in chemistry and 12 in mathematics) will have completed an NJCTL endorsement program by June 2019. Teachers in NJCTL endorsement programs are more diverse than are those of traditional programs. Of our alumni and currently enrolled teachers, 55 percent are female, 16 percent are African-American and 11 percent are Hispanic.

Middle school and K-12 mathematics teachers began courses in 2018, and NJCTL will be training computer science teachers starting this spring. 📖

OPEN BARGAINING

A way to engage and empower your local at the table and beyond

BY JENNIFER LARSEN AND ALEX DEVICARIS

After more than 50 years of collective bargaining in New Jersey, the landscape has changed but the central goals remain the same: to improve the working conditions and economic security of our members. As the goals remain the same, so do the challenges: disengaged members, shrinking budgets, hostile boards of education, and so forth.

As UniServ field representatives, one of our roles is to assist local associations in settling and defending the best contracts possible. We believe despite all the other issues swirling around, bargaining at its core is about power. When one side possesses more power, it is able to impose its will upon the other side. When the two sides are equal, they can develop mutual respect

Jennifer Larsen and Alex DeVicaris are NJEA UniServ field representatives primarily serving members and local associations in Mercer County. Larsen can be reached at jlarsen@njea.org. DeVicaris can be reached at devicaris@njea.org.

**OPEN BARGAINING IS
QUITE SIMPLY BRINGING
THE MEMBERSHIP INTO THE
BARGAINING PROCESS.**

and produce a fair and equitable contract for all. One of our long-term goals in bargaining is to ensure the local association is on equal footing with the board of education.

So where does the power come from? The board gets its power from the political process and by controlling the purse strings. Our power comes from our people. Every organizing campaign, every successful job action, every successful contract fight is a direct result of getting members engaged in support of the local association. When we get our members involved, we can flex our collective muscle in ways the board can't match.

How we engage members is the big question. Jane McAlevey, a union organizer, scholar, writer, and the keynote speaker at the 2017 NJEA Jim George Collective Bargaining Summit called for more openness and greater transparency in bargaining as a way to engage members. Veteran UniServ Field



From left: MCSSETA members Kelly Eberly, Barbara Janukowicz, Cindy Galoway and Leah Breza attend a bargaining session.

Representative Harry Zakarian has long advocated sharing more information in bargaining as a way to build member engagement. These ideas make sense because bargaining is the one issue that affects every single member in the local, so it's a natural place to start.

Open bargaining is quite simply bringing the membership into the bargaining process. As easy as that idea sounds, a progression needs to be followed to lay the groundwork for success.

The process begins with an open and honest evaluation of the local association with the aim of identifying where along the open bargaining continuum this local could conceivably go. Specifically, we look at what has

happened in bargaining in the past regarding member support, the dynamic with the board, and a willingness of the local leadership to do things a little differently. We also determine what internal issues might exist within the local. Open bargaining is not for every local, but many of the steps along the way to open bargaining can be used to improve your success at the table.

Once the field rep and local leadership have assessed the local, the next step is to meet with and train the local bargaining team, executive committee, building reps and member engagement team. The member engagement team replaces the more traditional action team, which is usually formed well

into the bargaining process. The member engagement team, by contrast, is formed at the beginning of the bargaining process because in open bargaining, members engage in some concerted actions right away.

The member engagement team is trained on building mapping and targeted conversations. They then divide up the local so each and every member has someone from this group who will be their contact for bargaining. The goal of this broad group is to have its finger on the pulse of the membership. Questions and concerns flow from the members to the local association leadership and information and answers flow back to the members.

Instead of a paper survey, this member engagement team has conversations with every member to identify the positive and negative aspects of the current contract. This way the bargaining team knows from the membership which parts of the contract must be preserved and those parts for which changes must be sought. This information is then used to develop specific proposals.

The benefit of these conversations is that, unlike a paper survey, we get input from every member while we develop relationships with all members. This is the first step to the member becoming invested in the bargaining process.

Once the areas of the contract in need of change are identified, the local along with its field rep hosts a World Café, which is a structured conversational

process with a flexible format for hosting a large group dialogue. In the days and weeks leading up to the World Café, one-on-one conversations with local association members encouraging them to attend are vital. In those conversations, local association reps explain that the World Café is another opportunity for members to give input into negotiation proposals. From the World Café, the negotiations team comes out with its research completed, internal organizing messages, rationale for the board, and external messages for the community before team members have even gone to the table. They also earn buy-in from the membership.

“I’ve never seen our members more engaged in their local association,” former Watchung Borough Education Association President Kristen Heller said of the World Café. “These are now *THEIR* proposals.”

Throughout the next several weeks, the member engagement team works on messages and facts. The team also plans events to keep the membership engaged in the process. Such messages include positive language in their contract facts around bargaining, and invitations to specific workshops based upon the conversations with the members (e.g., salary guide workshop, the bargaining process, etc.). Locals that have followed these steps have reported a huge increase in attendance at these workshops.

Once proposals are finalized and shared with the board, a general membership meeting is held to share the board’s propos-



Keith Whitaker, the chief negotiator for MCSSETA, backed by his members at a bargaining session.

als and association’s proposals. Depending on the size of the local, multiple meetings might be needed. This is a departure from the standard practice for many locals. It is our philosophy that members deserve to be informed of the proposals because it is their contract, and it affects their lives.

Engaging members is about being transparent in order to gain their support for the fight ahead. Sharing of the proposals also shows the membership that the issues they spoke about and that matter to them made it into the proposal. If an issue has not made it into the proposal, the conversation about why it’s not there can be had at the beginning of the bargaining process rather than at ratification.

It also helps to share the board’s initial proposals because by the end of the process the membership can see how far you have moved the board toward a good settlement. Robbinsville Education Association President Debi Bella decided to share the proposals from the last round of bargaining and was shocked by the results.

“The membership was furious and ready for action,” said Bella. “I was called into the superintendent’s office the next day. She

said had they known we were going to share the proposals they would have put different ones on the table.”

Many of the locals we work with choose to use expanded teams—as many as 15 to 25 members—from this point forward. These teams represent a cross section of the membership and ensure each constituent is heard from during caucuses, which are the meetings a negotiations team holds apart from the board team during a bargaining session. Because of the emphasis on openness and transparency, the bargaining team members are confident that they are making informed and strategic decisions based on where the membership truly stands. The team can also go back and have conversations with members in real time when proposals are modified or dropped. This practice avoids rumors, surprises and anger at ratification because the membership already knows what is going on. These locals go into ratification meetings already knowing what the vote is going to be.

Recently, three locals, the High Bridge Education Association, the Mercer County Special Services Educational and

**OPEN BARGAINING IS NOT
FOR EVERY LOCAL, BUT MANY
OF THE STEPS ALONG THE
WAY TO OPEN BARGAINING
CAN BE USED TO IMPROVE
YOUR SUCCESS AT THE TABLE.**

Therapeutic Association, and the Watchung Hills Education Association have taken the concept of being open and transparent to the next level by engaging in what we consider to be full-on open bargaining; the entire membership is invited to attend bargaining sessions with the board and participate in the process. You can read a brief synopsis of their stories below.

HIGH BRIDGE EDUCATION ASSOCIATION – THE MOUSE THAT ROARED

The High Bridge Education Association (HBEA) is a 80-member local in a small town. It is a two-school K to 8 district. For years, the board has been controlled by one anti-tax, anti-public education, anti-public-school-employee member. This person delayed and dominated the bargaining process and did everything in his power to break the union. It wasn't uncommon for him to propose reducing support staff salaries to below minimum wage, among other outrageous schemes. It was time for a change.

To restore the balance of power, the NJEA UniServ field rep and the local leadership decided to pursue open bargaining and bring the membership into the process. After following the steps outlined earlier in this article and training the membership on open bargaining, HBEA was ready to go.

At the first meeting there were five additional members beyond the bargaining team. The board member was up to his usual tricks. Those members went back and shared what they saw,

and at the next meeting there were 15 additional members in attendance. At this point the board bargaining team was too intimidated to enter the room. When they were finally persuaded to return to the table, the behavior of the board member in question was neutralized, and he changed his demeanor. HBEA continued open bargaining through the entire negotiations process, which included fact-finding and achieved one of its highest settlements ever.

MERCER COUNTY SPECIAL SERVICES EDUCATIONAL AND THERAPEUTIC ASSOCIATION – A LOCAL UNITED

The Mercer County Special Services Educational and Therapeutic Association's (MCSSETA) last round of bargaining was difficult to say the least. By the time an agreement was reached the membership was so burned out that fewer than 30 members of the 400-member local came to the preratification information session. Some members had become disillusioned and distrustful of the association. The newly elected president, Leah Durestanti, decided it was time for a change.

Leah along with her chief negotiators, Keith Whitaker and Maureen Welsh, made the decision to move toward open bargaining and what a decision that was! The local that couldn't get more than 30 in attendance at a ratification meeting now has consistently over 100 members in attendance at each bargaining session. While they are not yet settled, the local reports the



NJEA UniServ field rep Alex DeVicaris examining a proposal at an MCSSETA bargaining session.

board has made several small- and medium-sized concessions faster than they ever have with nothing being sacrificed by the association. Job action participation has been greater than it has been in 20 years.

These results didn't happen by accident, the local leadership and field rep put the time and effort into following the above steps and making their members part of the process.

WATCHUNG HILLS EDUCATION ASSOCIATION – TAKING BACK THE POWER

Watchung Hills Education Association (WHEA) is a local that has done well over the years. WHEA has a good salary guide, good benefits and decent working conditions. However, the district superintendent and board believe that they can walk all over members and the contract whenever they want. The last straw came when the board and superintendent unilaterally imposed an August start date for staff. The local leadership decided enough was enough. They needed to take back the power.

The NJEA UniServ field rep trained the local on open

bargaining and set up WHEA's first meeting with the board. It did not go well. The board and its attorney were belligerent and condescending. They refused to enter the room and threatened to call the fire marshal if some of the WHEA team did not leave. In response, the team filled the hallway and watched the process from the door.

For the next meeting, the board threatened to bring the press and members of the community into the process, but the members did not back down. They told the board to "bring it on," but if the people invited by the board were not caucusing with the board team, the association would file unfair labor practice charges. The stage was set for a showdown.

The day of the meeting the board president contacted WHEA leaders and attempted to persuade them that the field rep was not acting in their best interests. This led to the association to threaten an additional unfair labor practice charge.

When the meeting finally began, the board was confronted with over 50 WHEA members in attendance. The board backed down, pulling all of its proposals

A GREAT DEAL OF DETAILED PLANNING AND WORK GOES INTO MAKING OPEN BARGAINING SUCCESSFUL.

**IF YOU ARE A LOCAL
ASSOCIATION OFFICER AND
THINK THIS DIRECTION COULD
BE RIGHT FOR YOUR LOCAL, WE
SUGGEST YOU CONTACT YOUR
UNISERV FIELD REP TO DISCUSS
THE PROCESS IN DETAIL.**

off the table and offered an above average settlement to put this round of bargaining behind them. The association had won back its power and is now using that power to move the board to even higher numbers.

**OPEN BARGAINING
REQUIRES PLANNING AND
TRAINING**

The information and stories above are just a brief overview of what can be accomplished by bringing the membership into the bargaining process. A great deal of detailed planning and work goes into making open bargaining successful, and many locals use some or all of the strategies shared.

One of the most enduring legacies of undertaking this approach is that the effects continue long after the bargaining process ends. The locals that have concluded their contract negotiations continue using

their member engagement teams and enhanced communication to keep their membership informed and engaged. Many are already preparing for the next round of bargaining and are well ahead of where they were the last time.

If you are a local association officer and you think this direction could be right for your local, we suggest you contact your UniServ field rep to discuss the process in detail. [↗](#)



The Watchung Hills Regional EA negotiations team (dressed in yellow) begins its first bargaining session with the board of education, with over 80 WHREA members in attendance.

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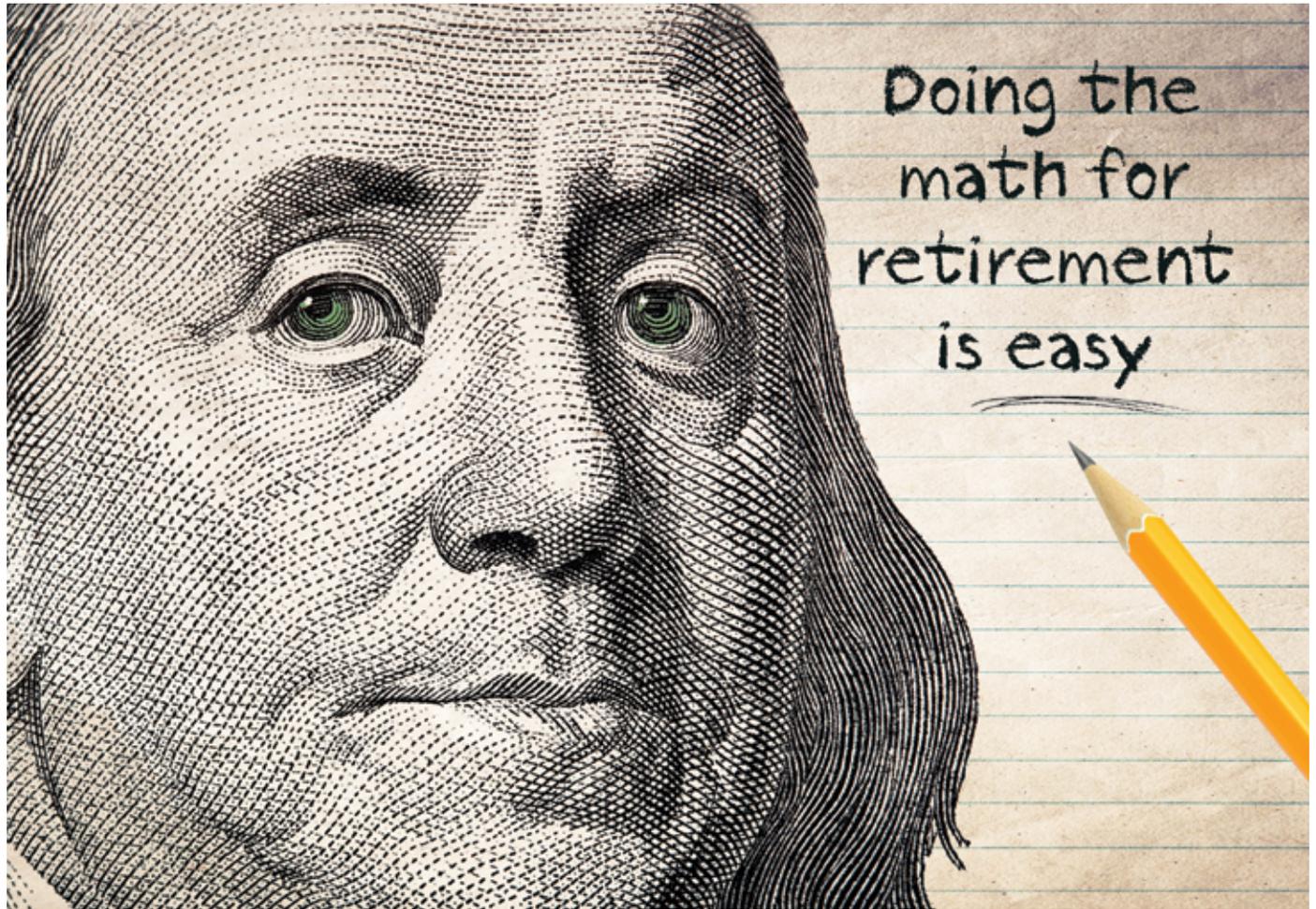
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BEYOND ACCESS TO INCLUSION

BY PATRICK RUMAKER

Toms River Education Association member Christian Kane dreams of a future where the inclusion of all persons is considered in planning for public and private spaces. In that dream, Kane is thinking about something beyond mere accessibility.

The Toms River Field of Dreams will be that dream come true. It will be an all-inclusive complex that has a playground and multiple physical and cognitive environments that facilitate and recognize everyone's right to fully participate in outdoor recreation.

"Too many times playgrounds have 'accessible' areas that are segregated from the rest of the playground," Kane says. "The Toms River Field of Dreams will be built in such a way that anyone with a special need—whether it has to do with vision, autism, traumatic brain injury, lupus, a stroke or any other condition—can be an active participant in the complex."

But the Field of Dreams did not start with such ambitious goals. At first, it was simply going to be a place where Kane's son Gavin could play baseball.

A DREAM INSPIRED BY GAVIN

Gavin Kane was born an active, healthy baby boy. He started walking at 10 months old and started running a few weeks later.

"He was a typical 'Norman Rockwell' kid," his mother, Mary Kane, says. "That kid who would have a frog hanging out of one pocket."

Gavin's early athleticism reminded his father of himself. Christian Kane envisioned a future in which Gavin and Gavin's older brother, Owen, would go to games together and, as they grew older, join their father in basketball games and rounds of golf.

But the future turned out differently than Kane had imagined.

On July 12, 2012, when Gavin was 19 months old and secure in his car seat with his father behind the wheel, Kane was rear-ended by a fully loaded beer truck. Kane was briefly unconscious but awoke to silence. He was horrified to hear no sound coming from the back seat. Within minutes police and EMTs were at the accident scene.

Gavin survived, but he suffered a severe traumatic brain injury leaving him unable to speak, walk or independently care for himself. Yet his light still shines, his parents say.

"That's what I want people to know," his mother says. "He can feel, he can hear you and he understands everything you're saying. He might not be able to walk or talk, but he's exactly that same kid inside that he was before the accident."

The light in Gavin motivated his parents to want him, and all children and adults like him, to shine.

A DREAM IN PROGRESS

On land leased from Toms River Township for one dollar every five years, the Toms River Field of Dreams will feature a walking path with rehabilitative stations, a temperature-controlled pavilion, a

snack shack, courts for basketball, bocce and shuffle board, a state of the art all-inclusive playground, a quiet corner, a baseball field, and rehabilitative fitness stations.

It won't just be for children, Kane notes. With the help of local gardeners and other contractors, he envisions the installation of temporary features for inclusive events throughout the year.

"A grandmother who had a stroke could now collect pumpkins with her grandchildren in the fall or hunt for Easter eggs in the spring," Kane says. "She can join them on the playground equipment and still be 'Grandma.'"

While the land is essentially donated, the design of the complex, its excavation and the installation of equipment comes at a price tag of \$2.2 million. Through the Kane's dogged determination, combined with an enthusiastic army of supporters that includes Toms River School District students and staff, and residents of Ocean and Monmouth counties, more than \$1.8 million has already been raised. Corporate partners have also stepped up and various aspects of the complex will bear their names.

As construction has already begun, Kane hopes to raise the remaining \$400,000 by October 2019.

The Toms River community and the Kane family look forward to the completion of the Field of Dreams complex, so that Gavin and other children and adults like him can be free to be themselves without being the object of stares or pity.

"The Field of Dreams will offer children like Gavin a place to be a typical kid," Kane says. 

To learn more about the Toms River Field of Dreams complex, visit tomsriverfieldofdreams.com

Patrick Rumaker is the editor of the NJEA Review. He can be reached at prumaker@njea.org.

Gavin Kane is the inspiration for the Toms River Field of Dreams.



Photo by Jim Patton

PERFECT TIMING

DUAL LANGUAGE LEARNERS AND PRESCHOOL EXPANSION

BY ELIZABETH FRANKS



Preschool students at Joseph M. Ferraina Early Childhood Center in Long Branch grow quickly in their English language skills while continuing to value their home language and culture.

Dual Language Learners (DLLs) are young children who are in the process of learning two or more languages between birth and age 5. According to research from the National Institute for Early Education Research (NIEER), high-quality preschool can reduce achievement gaps before children even enter kindergarten. Stronger native language and English skills at kindergarten entry predict best school outcomes for DLL students, but most state preschool programs do not

report providing comprehensive policies to support DLL students.

Gov. Phil Murphy has expanded full-day preschool funding to 113 districts for 3- and 4-year-old children. The expansion of preschool funding may be perfect timing to ensure that such programs address the needs of DLL students.

WHAT DOES THE RESEARCH SAY?

How can we cohesively respond to the expansion of full-day preschool funding and

the needs of DLL students? Research confirms that children who attend high quality preschools, show a reduced need for remediation, improved overall achievement and higher rates of high school graduation.

Data also indicate that many English learners experience an achievement gap and have the lowest graduation rates of all subgroups in New Jersey. So it is logical to conclude that investing in high quality programs for DLL students in preschool will pay dividends in the future.

At the same time that preschool funding was expanded in New Jersey, NIEER published *Opportunities and*

Policies for Young Dual Language Learners a report by researchers Milagros Nores, Allison Friedman Krauss, and Ellen Frede. This national report found that with the growth of the DLL population, Hispanic DLL students continue to fall behind their non-Hispanic white peers in access to preschool and achievement. It is incumbent upon states to develop appropriate policies to address this need. The research confirms that DLL students benefit strongly from participating in high-quality preschool and that bilingualism provides lifelong benefits for children and families.

The report makes several recommendations, which include:

Elizabeth J. Franks, Ed. D. is an NJREA member, a former bilingual/ESL teacher and supervisor for the Roselle Public Schools, and currently serves as the Advocacy representative for NJTESOL/NJBE. She can be reached at EJF24BB@gmail.com.

Stronger home language and English skills at kindergarten entry predict the best school outcomes for dual language learners.

- Identify the number of DLL students in preschool classes in order to create policy decisions in relation to teacher preparation and curriculum.
- Screen and assess all children in both languages.
- Require programs to specifically plan to meet the educational needs of DLL students.

Most importantly, NIEER advocates for increased access to bilingual preschool for DLL students and English-only speakers and encourages partnerships with higher education institutions.

CURRENT REALITY

With the convergence of the growing demographic of DLL students, the expansion of preschool funding to districts with significant numbers of DLL students and the research that defines a high-quality preschool program for DLL students, it is a perfect time to

discuss the various ways we can address these phenomena from different perspectives. Since many challenges exist that affect appropriate services for this vulnerable subgroup, solutions need to be coordinated at the local, state, university and legislative levels.

At the state level, the Bilingual Education law (N.J.A.C 6A:15) mandates bilingual programs when there are more than 20 children from the same language background beginning in kindergarten through grade 12. Bilingual education is not mandated in preschool classrooms. However, the New Jersey Department of Education (NJDOE) provides the following guidance in the Preschool Program Implementation guidelines:

“We strongly support dual language programs, in which students are engaged in academic work in both English and another language as an effective way to meet the needs of English language



Buddy reading between preschoolers and kindergartners in Long Branch builds strong language skills.

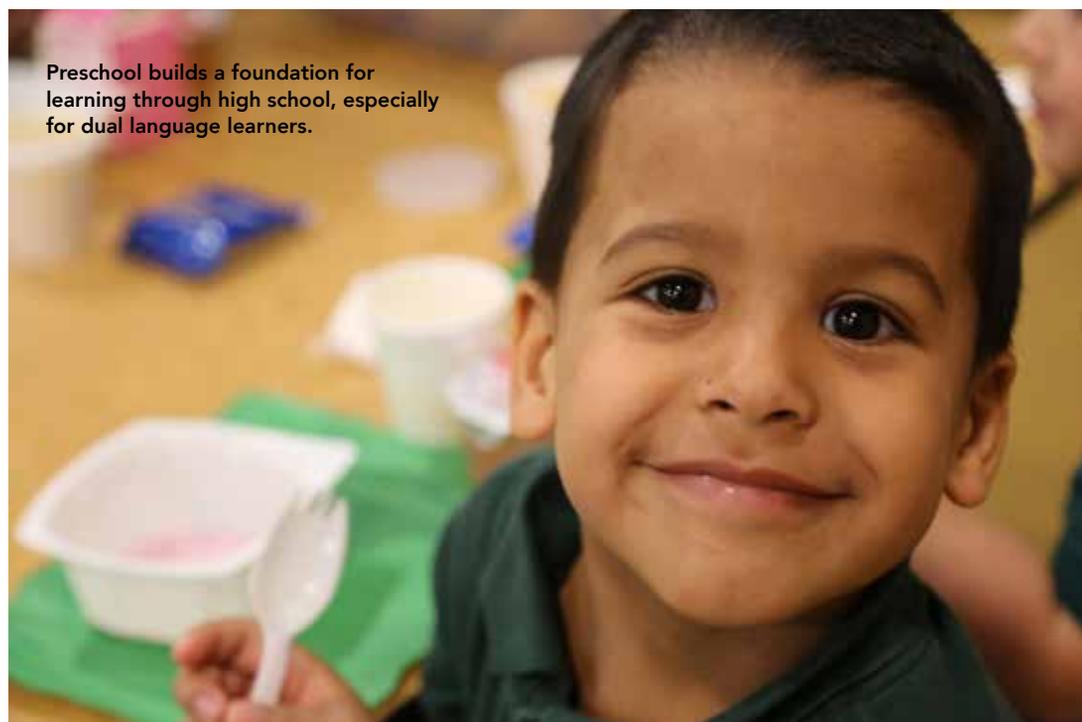
learners and close the achievement gap (Lindholm-Leary, 2001; Collier & Thomas 2004, 2009, 2014). Dual language programs integrate English language learners and English-speaking students and provide instruction in English and the native language of the English language learners. They are an effective way to provide second language instruction through an immersion approach for both bilingual and monolingual English-speaking students.”

The good news is that several school districts abide by those guidelines and have implemented dual language preschool programs: Jersey City,

Englewood, Elizabeth, Perth Amboy, Jamesburg and New Brunswick, to name a few. Other districts have also implemented bilingual preschool classes specifically for DLL students, such as Union City, Franklin Township (Somerset County), Long Branch and Vineland).

Not only has the NJDOE adopted these guidelines, it has even added the following directions to the preschool expansion plan proposal: “Although not required... offering dual language programs... lead[s] to a more competitive proposal.”

Unfortunately, even with that incentive, some districts do not feel compelled to provide it. Guidance is not the same as a mandate, and as a result, many preschool programs with significant numbers of DLL students provide an English-only environment. In this setting, preschool teachers are encouraged to provide support for children’s home languages through daily activities that promote oral language development and phonemic awareness in both languages, which may be challenging if no one speaks the home languages of the children. This is definitely a best practice when there is a low incidence of DLL students, but when the district must provide a bilingual program in kindergarten, it stands to reason that the linguistic needs of this population should be specifically addressed in preschool.



Preschool builds a foundation for learning through high school, especially for dual language learners.



Early childhood education that includes dual language learners enhances the classroom environment for every student.

We now have a roadmap before us to help the dual language learners in our state. We just need the will to follow through at every level.

RECOMMENDATIONS

Higher education and teacher preparation programs are the next critical levels to be involved in this conversation. One of the biggest challenges in creating bilingual programs and pathways at any level is the shortage of certified bilingual teachers. As a state, we need to find ways to recruit and retain bilingual teachers. The NJDOE created a document titled *THREAD: An Approach for Recruitment and Retention of Bilingual Professionals*. THREAD stands for tap, harness, reach, establish awareness and develop. It advises school districts on ways to recruit bilingual teachers. It can be found at bit.ly/njdoethread.

The New Jersey Teachers of English to Speakers of Other Languages and New Jersey Bilingual Educators (NJTESOL/NJBE) has developed recommendations on ways that teacher education

programs can recruit viable bilingual candidates at the college level, which can be found at bit.ly/tesol-be-recruit.

A few of the recommendations include:

- Host a session for preservice candidates on the immediate need and additional requirements for bilingual and/or ESL certification.
- Reach out to community college transfers with bilingual ability.
- Recruit recipients of the Seal of Bilingualism.

Last year, 120 districts participated in the Seal of Bilingualism initiative with 3,579 graduating seniors demonstrating proficiency in two languages. These students are a vibrant pool of viable candidates that we have yet to tap. Dual language programs build that pathway to biliteracy for all students.

Finally, to truly implement all of these positive practices, we need legislative support. We must recognize the value of biliteracy and the assets that our students bring to school with them. In order to begin more dual language classes, we need to address the teacher shortage.

Legislators, both federal and state, can introduce bills that will provide funding and grants for college and local districts to work together. One such bill was introduced in the current House of Representatives. The Reaching English Learners Act, HR-1153, will award grants to eligible partnerships to ensure that teacher candidates possess the knowledge and skills necessary to effectively instruct English learners. HR-1153 was referred to the House Committee on Education and Labor. As of press time, no New Jersey

Representatives are co-sponsoring this legislation. In addition, last year, a Dual Language Immersion bill, S-1630/A-2437, was passed in the New Jersey Senate but has not yet been posted in the Assembly. We need to work with the NJDOD and our legislators to find ways to promote dual language programs and support the training of teachers in this approach.

It will take a village to proactively close the achievement gap. Dual language and bilingual preschool classrooms are a powerful beginning to that journey. The research is clear: stronger home language and English skills at kindergarten entry predict the best school outcomes for dual language learners. We now have a roadmap before us to help them. We just need the will to follow through at every level. 🇺🇸



Preschool students in Long Branch on a "letter hunt."

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Brenda Brathwaite '05, '07, '11 is an eighth grade teacher at Pennsylvania Avenue School in Atlantic City and a student in the Ed.D. in Organizational Leadership Program.

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NJEA BUDGET SUMMARY

FISCAL YEAR
ENDING AUGUST 31

PROPOSED INCOME AND EXPENDITURES (EXCLUSIVE OF PRIDE)

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
INCOME				
NJEA Membership Dues	\$ 117,645,385	\$ 108,448,860	\$ 116,726,805	7.63%
NEA Funds	6,901,138	6,853,500	6,954,900	1.48%
General Funds	5,199,654	2,298,040	2,007,495	-12.64%
Publications	277,970	225,000	250,000	11.11%
TOTAL INCOME	130,024,147	117,825,400	125,939,200	6.89%
EXPENDITURES				
PROGRAM SERVICES				
Governance	5,886,252	6,131,300	6,531,300	6.52%
Legal Services	14,357,329	13,389,300	13,939,900	4.11%
Organizational Projects	7,627,437	3,227,400	6,000,000	85.91%
Communications	5,482,591	5,327,200	5,318,400	-0.17%
Government Relations	3,755,483	3,447,700	3,785,900	9.81%
UniServ Regional Offices	20,326,943	20,240,800	20,691,900	2.23%
UniServ Field Office	7,700,262	6,427,900	7,209,100	12.15%
Exec Organizational Development	6,903,706	6,416,000	6,600,900	2.88%
Prof Development	4,349,920	4,261,300	4,390,200	3.02%
Research & Economic Services	4,831,006	5,235,400	5,158,300	-1.47%
Conventions	2,958,099	2,952,000	3,026,000	2.51%
Organizational Mgmt	7,388,557	6,831,600	7,722,900	13.05%
ADMINISTRATIVE & GENERAL				
Executive Office	4,189,916	3,845,800	4,165,500	8.31%
Business and Finance	12,010,793	11,732,000	12,533,900	6.84%
TOTAL PROGRAM, ADMINISTRATIVE & GENERAL EXPENDITURES	107,768,293	99,465,700	107,074,200	7.65%
NET INCOME (EXPENSE) BEFORE USE OF FUNDS	22,255,854	18,359,700	18,865,000	2.75%
USE OF FUNDS				
Current Postretirement	611,226	946,000	1,365,000	44.29%
Contribution - VEBA	4,987,449	5,000,000	15,000,000	200.00%
Pension - Cash Funding Adj	10,355,870	12,413,700	2,500,000	-79.86%
	15,954,545	18,359,700	18,865,000	2.75%
NET INCOME (EXP) CASH BUDGET	6,301,309	-	-	0.00%
ADJ BACK TO ACCR'L REPORTING				
Accrued Postretirement	14,527,481	10,000,000	10,000,000	0.00%
Contribution - VEBA	(4,987,449)	(5,000,000)	(15,000,000)	200.00%
Pension - Cash Funding Adj	(10,355,870)	(12,413,700)	(2,500,000)	-79.86%
	(815,838)	(7,413,700)	(7,500,000)	1.16%
NET INCOME (EXP) ACCR'L BASIS	7,117,147	7,413,700	7,500,000	1.16%

PRIDE DUES

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
REVENUE				
Dues	\$ 11,701,291	\$ 10,853,800	\$ 11,664,600	7.47%
Other Pride Income	\$45,000	\$-	\$-	0.00%
TOTAL REVENUE	11,746,291	10,853,800	11,664,600	7.47%
EXPENDITURES				
Advertising 3635	3,788,935	3,500,000		-100.00%
Radio Advertising 3636	686,150	430,000		-100.00%
Web/Billboard Adv 3637	2,702,236	3,297,000		-100.00%
TV Magazine Program 3639	647,416	150,000		-100.00%
Polls/Focus Groups 3641	131,152	100,000		-100.00%
Special Projects 3644	835,672	284,000		-100.00%
Communication 3650			8,137,500	0.00%
Organizing 3907	3,079,375	3,092,800	3,527,100	14.04%
TOTAL EXPENDITURES	11,870,936	10,853,800	11,664,600	7.47%
INCR/(DECR) IN NET ASSETS	(124,645)	0	0	0.00%

COMPARATIVE INCOME (EXCLUSIVE OF PRIDE)

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
DUES INCOME				
Active Professional	\$ 100,667,860	\$ 92,872,600	\$ 99,819,600	7.48%
Active Supportive	16,221,645	14,868,000	16,178,400	8.81%
Retired Members	733,366	692,085	712,630	2.97%
General Members	5,750	2,500	2,500	0.00%
Subscribing Members	750	500	500	0.00%
Preservice Members	16,014	13,175	13,175	0.00%
TOTAL MEMBERSHIP DUES	117,645,385	108,448,860	116,726,805	7.63%
NEA FUNDS				
Uniserv Grant	2,698,781	2,511,600	2,862,700	13.98%
Uniserv Option Program	361,146	374,900	392,200	4.61%
Legal Defense (DuShane)	3,445,921	3,500,000	3,500,000	0.00%
Legal Fee Reimbursements	5,797	100,000	100,000	0.00%
Member Benefits Grant	60,608	75,000	100,000	33.33%
Cooperative Projects	324,928	292,000	0	-100.00%
Travel Expense Reimb	1,341	0	0	0.00%
Preservice Reimbursement	2,616	0	0	0.00%
TOTAL NEA FUNDS	6,901,138	6,853,500	6,954,900	1.48%
GENERAL INCOME				
Convention Exhibits & Fees	530,051	530,000	482,000	-9.06%
Interest & Investments	3,541,151	1,000,000	500,000	-50.00%
Conference & Workshop Fees	973,159	698,040	782,500	12.10%
Teacher Leader Academy	0	0	175,000	0.00%
Member Benefits Income	104,375	70,000	30,000	-57.14%
Miscellaneous	50,918	0	37,995	0.00%
TOTAL GENERAL INCOME	5,199,654	2,298,040	2,007,495	-12.64%
PUBLICATIONS INCOME	277,970	225,000	250,000	11.11%
TOTAL INCOME PROJECTION	130,024,147	117,825,400	125,939,200	6.89%

DISASTER RELIEF FUND

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
REVENUE				
Contributions	\$ -	\$ 325,000	\$ 325,000	0.00%
Contrib from Member Benef Fund	9,000	0	0	0.00%
TOTAL REVENUE	9,000	325,000	325,000	0.00%
EXPENDITURES				
Relief Fund Expenditures	11,140	325,000	325,000	0.00%
Direct Financial Assistance	8,000			0.00%
TOTAL EXPENDITURES	19,140	325,000	325,000	0.00%
INCR/(DECR) IN NET ASSETS	(10,140)	0	0	0.00%

CAPITAL ASSETS

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
REVENUE				
Investment Income	\$ 3,596,592	\$ 1,100,000	\$ 500,000	-54.55%
TOTAL REVENUE	3,596,592	1,100,000	500,000	-54.55%
EXPENDITURES				
Capital Assets	4,670,929	3,034,800	2,679,700	-11.70%
TOTAL EXPENDITURES	4,670,929	3,034,800	2,679,700	-11.70%
INCR/(DECR) IN NET ASSETS	(1,074,337)	(1,934,800)	(2,179,700)	12.66%

**PROPOSED EXPENDITURES
(EXCLUSIVE OF PRIDE)**

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
GOVERNANCE				
Executive Committee 0400	\$ 2,978,114	\$ 2,777,600	\$ 3,050,000	9.81%
Delegate Assembly 0410	244,643	198,500	229,500	15.62%
Elections 0430	287,882	277,000	292,000	5.42%
Officers 0440	1,404,659	1,484,300	1,398,400	-5.79%
Organizational Activities 0470	547,224	1,040,000	1,161,500	11.68%
Committees 1400	423,728	353,900	399,900	13.00%
TOTAL	5,886,252	6,131,300	6,531,300	6.52%
ORGANIZATIONAL PROJ 0471	7,627,437	3,227,400	6,000,000	85.91%
LEGAL SERVICES PROG 0465	14,357,329	13,389,300	13,939,900	4.11%
ORGANIZATIONAL MGMT 0565	7,388,557	6,831,600	7,722,900	13.05%
COMMUNICATIONS				
Communications Office 0600	3,648,145	3,644,700	3,554,600	-2.47%
Other Services 0605	12,257	22,800	41,000	79.82%
A/V Programs 0610	30,643	10,000	5,500	-45.00%
Consultants 0615	164,727	145,000	172,000	18.62%
Media Relations 0620	141,759	167,200	190,000	13.64%
Public Relations 0630	96,073	40,000	21,500	-46.25%
Website Promotion 0645	16,219	8,000	8,000	0.00%
Local Leader Comm 0650	9,091	500		-100.00%
Review 0660	1,233,727	1,243,500	1,325,800	6.62%
Convention Program 0670	129,951	45,500		-100.00%
TOTAL	5,482,591	5,327,200	5,318,400	-0.17%
EXEC ORGANIZATIONAL DEVEL				
Exec Org Dev Office 0900	2,942,697	2,722,200	2,788,000	2.42%
Exec Org Program 0905	410,840	381,000	506,000	32.81%
Active Supportive 0910	324,943	316,500	349,500	10.43%
FAST Program 0915	53,246	75,000	80,000	6.67%
Conference Expenses 0920	457,283	289,700	337,000	16.33%
Min Ldrshp & Recruit 0925	8,211	8,900		-100.00%
ESP & Inclusive Org 0930	5,498	12,000	21,200	76.67%
Strategic Organizing 0935	979,913	1,109,500	952,500	-14.15%
Consultants 0940				0.00%
NJEA Preservice Program 0945	85,747	90,000	90,000	0.00%
Summer Leadership Conf 0955	1,181,537	867,700	911,200	5.01%
Leadership Operations 0965	25,642	27,000	27,000	0.00%
Fall Focus Meetings 0970	78,219			0.00%
New Member Orientation 0975	88,025	118,000	210,000	77.97%
Membership Recruitment 0977	26,404	145,000	75,000	-48.28%
Membership Promo 0980	235,500	253,500	253,500	0.00%
TOTAL	6,903,706	6,416,000	6,600,900	2.88%
UNISERV PROGRAM REGIONAL OFFICES				
Regional Offices 0899	18,029,833	18,151,000	18,517,500	2.02%
01 Galloway Twp 0800	131,678	135,700	166,000	22.33%
02 Mullica Hill 0805	117,341	112,000	125,200	11.79%
03 Voorhees 0810	142,551	137,100	140,800	2.70%
04 Camden City 0812				0.00%
05 Morrestown 0815	63,561	60,700	64,500	6.26%
06 Galloway Twp 0817	109,411			0.00%
07 Toms River 0820	122,431	124,000	128,000	3.23%
08 Lawrenceville 0823	125,830	41,400	10,800	-73.91%
09 W. Long Branch 0825	161,886	160,000	168,200	5.13%
11 Edison 0830	196,329	197,400	201,900	2.28%
13 Flemington 0835	113,062	113,900	119,700	5.09%
15 Cranford 0840	71,027	76,100	78,700	3.42%
17 Parsippany 0845	57,494	65,400	64,400	-1.53%
19 W. New York 0850	82,480	84,800	86,600	2.12%
20 Jersey City 0852	141,472	143,900	146,200	1.60%
21 Livingston 0855	147,386	142,300	182,500	28.25%
23 Emerson 0860	66,716	70,700	57,300	-18.95%
25 Hasbrouk Hgts 0865	114,189	118,400	185,900	57.01%
27 Wayne 0870	109,464	117,100	114,800	-1.96%
28 Stanhope 0873	119,821	124,800	124,100	-0.56%
29 Higher Ed 0875	102,981	64,100	8,800	-86.27%
TOTAL	20,326,943	20,240,800	20,691,900	2.23%

	2018 Actual	2019 Budget	2020 Prop Budget	Budget Variance
UNISERV FIELD				
Uniserv Field Directors 1200	2,346,446	2,094,400	2,108,000	0.65%
Uniserv - South 1201	5,540	3,300	3,300	0.00%
Uniserv - Central 1202	3,943	3,000	3,800	26.67%
Uniserv - Northwest 1203	4,491	4,800	4,700	-2.08%
Uniserv - Northeast 1204	7,772	4,200	4,700	11.90%
Uniserv Field Program 1205	465,203	352,700	507,200	43.80%
Field Conferences 1220	271,245	131,100	150,000	14.42%
Field Consultants 1240	2,638,630	1,957,000	2,300,000	17.53%
Strengthening Locals 1250	650,422	735,000	985,000	34.01%
Higher Education 1260	92,760	102,400	102,400	0.00%
Leadership Operations 1265	1,213,811	1,040,000	1,040,000	0.00%
TOTAL	7,700,262	6,427,900	7,209,100	12.15%
PROFESSIONAL DEVELOPMENT				
Prof Develop Office 1000	2,712,427	2,606,300	2,737,200	5.02%
PD Learning 1005	306,705	290,000	267,000	-7.93%
PD Capacity Bldg 1010	61,313	110,000	85,000	-22.73%
Training Consultants 1075	799,112	850,000	786,000	-7.53%
Priority Schools 1080	177,399	225,000	200,000	-11.11%
Teacher Leader Academy 1085			175,000	0.00%
Best Practices Conf 1097	292,964	180,000	140,000	-22.22%
TOTAL	4,349,920	4,261,300	4,390,200	3.02%
RESEARCH & ECONOMIC SERVICES				
Research Office 1100	4,375,713	4,436,900	4,346,800	-2.03%
Research Services 1105	153,142	310,000	325,000	4.84%
Member Benefits 1110	297,365	471,000	471,000	0.00%
Research Library 1120	4,786	17,500	15,500	-11.43%
TOTAL	4,831,006	5,235,400	5,158,300	-1.47%
GOVERNMENT RELATIONS				
Gov Relations Office 0700	2,868,914	2,804,700	2,933,400	4.59%
Legislative Conference 0710	64,320			0.00%
Legislative Field Proj 0720	781,198	607,000	824,000	35.75%
Legislative Publications 0730	41,051	36,000	28,500	-20.83%
TOTAL	3,755,483	3,447,700	3,785,900	9.81%
CONVENTIONS				
NJEA 1095	1,933,398	1,800,000	1,847,000	2.61%
NEA 0475	1,024,701	1,152,000	1,179,000	2.34%
TOTAL	2,958,099	2,952,000	3,026,000	2.51%
ADMINISTRATIVE & GENERAL				
Executive Office 0435	2,339,416	2,221,800	2,292,000	3.16%
Conference Expenses 0455	244,714	297,000	210,000	-29.29%
Administration 0460	1,458,253	1,174,500	1,479,500	25.97%
Personnel 0480	147,533	152,500	184,000	20.66%
TOTAL	4,189,916	3,845,800	4,165,500	8.31%
BUSINESS & FINANCE				
Business Office 0500	5,996,294	6,006,800	6,616,300	10.15%
Accounting 0510	3,934	6,500	6,000	-7.69%
Contract Obligations 0515	1,249,177	1,362,000	1,105,000	-18.87%
Computer Center 0520	1,746,369	1,589,000	1,840,800	15.85%
Membership Processing 0530	332,152	309,800	309,800	0.00%
Headquarters Operation 0540	2,058,688	1,869,000	2,030,000	8.61%
Mail Room & Production 0550	124,464	150,000	145,000	-3.33%
Conference Facility 0575	55,669	28,900		-100.00%
Financial Admin Fees 0580	150,171	155,000	155,000	0.00%
Insurances 0585	293,876	255,000	326,000	27.84%
TOTAL	12,010,793	11,732,000	12,533,900	6.84%
POSTRETIREMENT COSTS				
Current Postretirement	611,226	946,000	1,365,000	44.29%
Accrued Postretirement	14,527,481	10,000,000	10,000,000	0.00%
TOTAL	15,138,707	10,946,000	11,365,000	3.83%
CONTRIBUTION - VEBA	4,987,449	5,000,000	15,000,000	200.00%

STRESS

DEFINE IT. IDENTIFY IT. MANAGE IT.

BY HEATHER L. SORGE

Stress. The mere mention of the word can bring on feelings of anxiety.

Stress is unavoidable and comes in many forms, affecting our daily lives. Deadlines, schedules, life events and financial obligations all contribute to the constant strain placed upon us.

But what can we do about it? Let's start by breaking it down into three steps:

- Define it and understand it
- Identify the causes
- Find ways to manage it

WHAT IS STRESS?

Stress is the body's way of responding to a threat or demand placed on the body. The threat can be real or perceived. It is a natural chemical reaction designed to help you respond in order to prevent injury. During response to stress, your heart rate will increase, your breathing becomes faster, muscles tighten, and blood pressure rises. This is also known as a "fight or flight" response. Illness, thoughts, and your environment affect stress levels. Physical, mental and emotional responses occur as a result.

Heather Sorge is the Campaign Organizer for Healthy Schools Now through the New Jersey Work Environment Council (WEC). Prior to joining WEC, Sorge worked as a paraprofessional in the Holland Township School district for over 10 years and as an NJEA organizational development consultant. Sorge has been a strong advocate for New Jersey's school staff and students.

WHAT'S CAUSING YOUR STRESS?

Educators have an extremely rewarding, but highly stressful job. Work stress coupled with pressure from home can make for a toxic mix that can damage your health and happiness. Class sizes have increased, departments are short staffed, there is a

**"IT'S NOT STRESS
THAT KILLS US, IT
IS OUR REACTION
TO IT."**

– HANS SELYE

never-ending stream of reports, observations and lesson plans. In addition, school employees are making much larger insurance contributions and higher pension payments. Many local associations are also currently working under the terms of an expired contract, contributing to poor morale.

Education support professionals (ESPs), who often have even less control over their work environment, face continual threats of privatization, have little job security and are often paid less than a livable wage. Sadly, despite being essential to our school districts, they do not always receive the communication and support they deserve, in fact many people do not even know what an ESP is, leaving

many feeling unappreciated and isolated.

All people handle stress differently. The important thing is to find what works for you to cope with it. The first step is to address whether the stressors can be addressed.

Is there something that you can do to alleviate or diminish the reason for the stress?

Is it a short-term situation that will rectify on its own soon? Would you benefit from better organization? Is there a lack of communication which needs to be addressed and improved?

BUT WHAT IF THE STRESS ISN'T TEMPORARY OR CHANGEABLE?

STRESS MANAGEMENT PRACTICES

Finding stress management techniques that work for you can be life changing. Below are eight strategies that hold promise.

EXERCISE

The number one strategy for alleviating stress is exercise. The American Heart Association recommends at least two weekly 30-minute sessions of moderate physical activity or one weekly 75-minute session of vigorous activity. Getting out for a brisk walk and getting fresh air can be help. Remaining sedentary poses health risks, contributing to stress. We need to move at least every 90 minutes.

DIVERT EMOTIONS

Redirect your thoughts. Interrupt negative thoughts with

positive ones. When a negative thought enters your mind, quickly think of three positive ones to replace it. Sometimes we just get stuck in the negative. Remember, you can't live a positive life with a negative mind.

TALK

Seek out colleagues, friends or family members. You are not alone. Make yourself available to give and receive support. Never be afraid to ask for help! There are others who understand what you're going through. You also have resources at your disposal as an NJEA member, such as AID NJEA. The AID-NJEA helpline has served NJEA members and their families for nearly 20 years. NJEA members and their families have access to this free, confidential service, 24 hours a day, seven days a week.

Dial 866-AID-NJEA (243-6532) or email helpline@njea.org.

SLEEP

Seven to eight hours is ideal. Try setting an evening alarm to encourage a healthy sleep schedule. Unplug: Do not use your phone, tablets or TV in the bedroom. These electronics affect your internal clock because they emit short-wavelength, artificial blue light, which suppresses the sleep inducing hormone melatonin. The more these devices are used prior to bedtime, the harder it is to fall asleep and stay asleep, according to the National Sleep Foundation. Limiting screen time even 30 minutes prior to bed will help regulate your sleep cycle. Not

getting adequate sleep has been directly tied to weight gain and depression—so get your ZZZZZs!

WATER

Not drinking enough water makes it difficult to stay focused, affects your mood and disrupts your cognitive function. Drinking water is good for your skin, decreases constipation and normalizes blood pressure. While the goal of eight, eight-ounce glasses per day was widely promulgated on the internet, adequate water intake is actually dependent on body size, activity level and environment, and varies with each individual.

SAYING “NO”

This is a difficult word for many of us to say. It seems we are constantly being asked to do more and more. It's OK to say no and recognize that we need to set boundaries. Being proactive and being involved is important, but so is “me time.” We need time to regroup and rest so we can be at our best. Give yourself permission to say no!

MEDITATION AND BREATHING

Many meditation and relaxation techniques can help you destress and reduce anxiety. These can include mindful breathing, yoga and guided meditation, just to name just a few. These techniques can help you relax, improve sleep and produce a calmer more focused mind.

LAUGHTER

Many have said that laughter is the best medicine. They just may be right! Researchers from Loma Linda University School of Medicine in California discovered that watching humorous videos affected levels of cortisol, dopamine and other hormones that contribute to stress and mood. The researchers concluded that laughter counteracts the stress response and improves markers of physical well-being. So, bring on the comedy movies, visit a comedy club, or share laughs with a few friends over dinner.

GETTING STARTED

WORKPLACE STRESS

Your local association can play a role. The best way to combat long-term stress is to organize. In these times of layoffs,

transfers and privatization it is difficult to find collective solutions to job-related stress. The very act of organizing members around the issue of stress begins to reduce some of the isolation and demoralization that come with difficult working conditions.

The local association's health and safety committee can work with the regional UniServ field representative to address workplace stress. The committee may:

- Meet and identify stressors.
- Strategize worker involvement in workplace decisions where possible.
- Identify conditions that may be addressed through the grievance process if not otherwise resolved.
- Develop a public awareness campaign about the problems schools face, the efforts staff are making to overcome them and build support for those efforts.
- Educate and support staff in individual efforts that can alleviate some effects of stress, such as support networks and information on nutrition, rest, exercise, relaxation techniques and other stress reduction measures.
- Promote AID-NJEA, a helpline staffed by active and retired school personnel.

If your local association does not have a health and safety committee, organizing around workplace stressors may be a great way to start one.

STRESS OUTSIDE THE WORKPLACE

Start by making a personal plan for positive action. Write down your current behaviors and then write down strategies you can use to improve those behaviors, perhaps using some strategies that we have discussed in this article. Take notes, and use a journal to record and reflect upon what works for you and what doesn't. Continue to use your support system and talk to family, friends and colleagues.

Remember, it's about progress, not perfection. Take things one day at a time and try to stay focused on the good things happening in your life. A positive attitude alone goes a long way toward a happy, healthy life! 🍀

SYMPTOMS OF TOO MUCH STRESS

Racing heartbeat
 Fatigue
 Chest pain
 Insomnia
 Sleeping too much
 Agitation
 Irritability
 Upset Stomach
 Muscle aches
 Low energy
 Headaches
 Eating too much/not enough
 Frequent colds/illness

FOR MORE INFORMATION

WebMD: “10 Relaxation Techniques That Zap Stress Fast,”
[bit.ly/relaxation10](https://www.webmd.com/relaxation/10-relaxation-techniques-that-zap-stress-fast)

Communication Workers of America: “The Physiology of Job Stress,”
[bit.ly/jobstresscwa](https://www.cwa-union.org/physiology-of-job-stress)

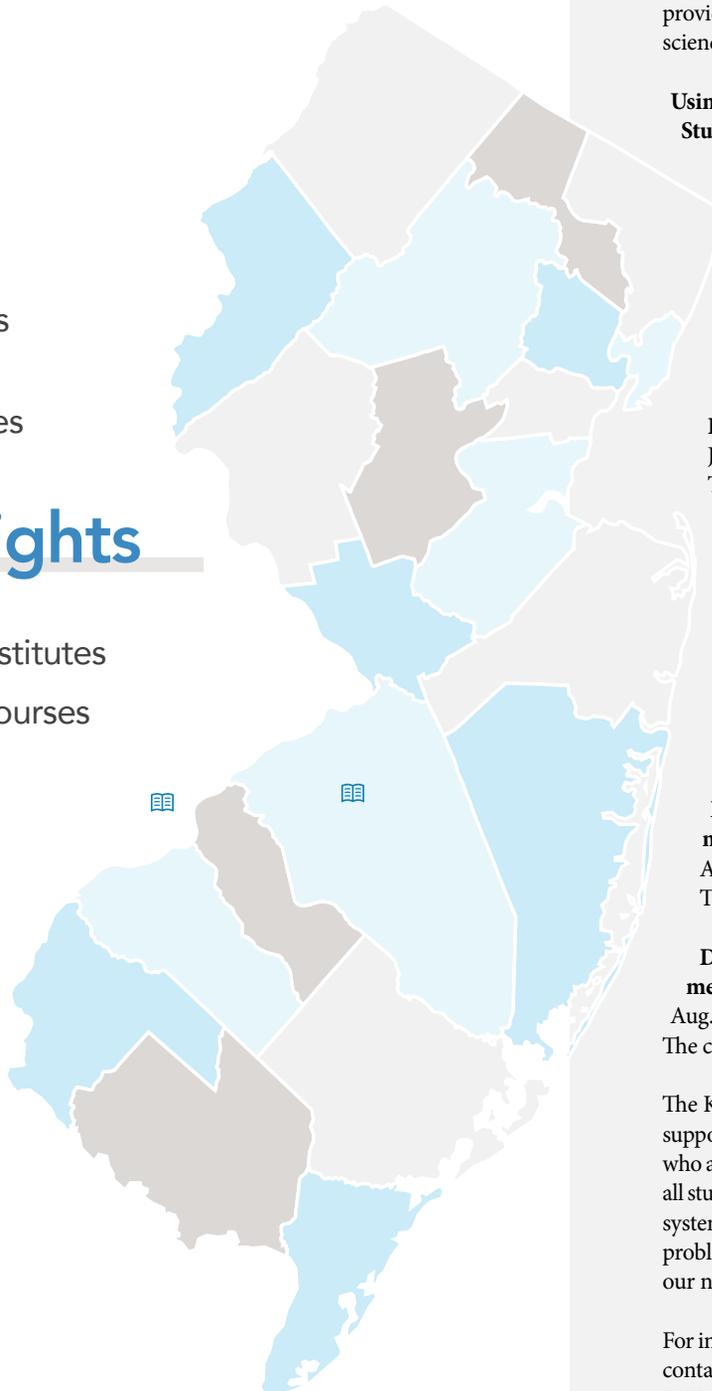
NIH – U.S. National Library of Medicine:
medlineplus.gov/stress.html

SUSSEX TO CAPE MAY:

Workshops
and
conferences

highlights

Summer institutes
and mini-courses



SHOWCASE

These experiences have been endorsed by NJEA's Professional Development Institute and are also posted on njea.org. Those seeking endorsement of a professional development experience that they will provide should call NJEA's Professional Development Division at 609-599-4561.

KNOWLES ACADEMY SUMMER LEARNING

The Knowles Academy is offering state-of-the-art professional development experiences for teachers in June, July and August. All academy courses are designed and facilitated by experienced teachers who understand the complexities of teaching in today's world. Through these Knowles Academy courses, mathematics and science teachers will work in small, collaborative groups as they learn to increase the cognitive demand of their lessons and provide more opportunities for students to talk about math and science, tactics that lead to an increase in student engagement.

Using Effective Group Work to Maximize Learning for All Students

June 25-27, Moorestown, N.J.
The cost is \$800.

Engaging Math and Science Students in Engineering Design

July 8-12, Philadelphia, Pa.
The cost is \$1,000.

Implementing Teacher Coaching to Improve Classroom Practice and Student Learning

July 9-12, Moorestown, N.J.
The cost is \$50 (\$800 value).

Designing Instructional Tasks to Increase Student Engagement and Learning in Science

July 16-18, Moorestown, N.J.
The cost is \$800.

Physics for the Next Generation: The Patterns Approach

July 29-Aug. 1, Philadelphia, Pa.
The cost is \$1000.

Designing Instructional Tasks to Increase Student Engagement and Learning in Math

Aug. 6-8, Moorestown, N.J.
The cost is \$800.

Designing Lesson Sequences to Increase Student Engagement in Science Practices

Aug. 13-15, Moorestown, N.J.
The cost is \$50 (\$800 value).

The Knowles Teacher Initiative is a nonprofit organization that supports a national network of mathematics and science teachers who are collaborative, innovative leaders improving education for all students in the U.S. The initiative strives to create an educational system that is led by teachers who are equipped to solve difficult problems and respond to local challenges in order to serve all of our nation's students.

For information on all of the above summer opportunities, please contact Jeff Rozelle at academy@knowlesteachers.org or 856-608-0001. You may also visit www.knowlesteachers.org.

MORE TO LEARN ACROSS THE STATE

AMTNJ'S 2019 SUMMER INSTITUTES

The Association of Mathematics Teachers of New Jersey (AMTNJ) is offering 17 full-day professional development institutes. Learn to model mathematics in the classroom, assess students formatively, create new lesson plan ideas, and much more. The cost is \$149 for the first workshop and \$119 for each additional workshop.

All workshops will be from 8:30 a.m. to 2 p.m. with a half-hour break for lunch. Please bring your lunch; light refreshments will be provided.

Seats are limited. Payment must be received two weeks prior to the summer institute. To receive a refund for a participant's cancellations, AMTNJ must receive written notice two weeks prior to the workshop. AMTNJ reserves the right to cancel one week prior to an institute if the registration number is not met.

If you have any questions, email amtnj@juno.com and diannamsopala@yahoo.com.

To register, and for additional information, visit amtnj.org/2019-summer-institutes.

TWO PART SERIES

- Part 1: Supporting Stressful Students and Taxing Teachers in the Secondary Mathematics Classroom. July 9, West Windsor-Plainsboro Public Schools
- Part 2: Mathematics for ALL. July 10, West Windsor-Plainsboro Public Schools

MULTIPLICATION RUNNING RECORDS: LIKE LITERACY, BUT EVEN BETTER!

- July 10, Clifton Public Schools

DEVELOPING MATHEMATICAL HABITS OF THE MIND: THINKING THE MATH INSTEAD OF DOING THE MATH

- July 11, Rancocas Valley High School

THREE PART SERIES

- Part 1: Number Sense & Operations: Algorithms. July 12, Rutgers University Hill Room 525, New Brunswick
- Part 2: Number Sense & Operations: Fractions. July 19, Rutgers University Hill Room 525, New Brunswick
- Part 3: Number Sense & Operations: Problem Solving. July 26, Rutgers University Hill Room 525, New Brunswick

USING DESMOS TO TEACH ALGEBRA 2 AND PRE-CALCULUS

- July 16, Rancocas Valley High School

TEACHING AND LEARNING MATHEMATICS IN THE 21ST CENTURY THROUGH THE USE OF TECHNOLOGY

- July 17, Clifton Public Schools

THE ART OF BEING A MATHEMATICAL COACH OR SUPERVISOR

- July 30, West Windsor-Plainsboro Public Schools

CHANGING THE PATHWAYS FOR MATH- FOR 6-12 MATH SUPERVISORS/ ADMINISTRATORS

- July 31, Clifton Public Schools

WONDER-FULL AND EVENT-FULL PROBABILITY IN GRADES 5 – 10

- Aug. 1, Kent Place School, Summit

EXPLORING FUNCTIONS THROUGH MODELING AND TECHNOLOGY IN GRADES 9- 12

- Aug. 6, Kent Place School, Summit

CREATIVE DIFFERENTIATED STEAM PROJECTS FOR MIDDLE AND HIGH SCHOOL STUDENTS

- Aug. 8, North Hunterdon High School

USING DESMOS TO TEACH ALGEBRA 2 AND PRE-CALCULUS

- Aug. 14, North Hunterdon High School

FLIPPING THE CLASSROOM IN MATH FOR TEACHERS

- Aug. 14, Clifton Public Schools

UNDERSTANDING QUADRATICS

- Aug. 15, North Hunterdon High School

CAMDEN COUNTY COLLEGE OFFERS MINI-COURSES THIS SUMMER

The Camden County College Center for Civic Leadership and Responsibility (CCLR) is offering five-week mini-courses starting in June. Each course costs \$30. For \$75, you may take unlimited mini-courses courses

through Aug. 31, 2019.

For more information, visit www.camdencc.edu/civiccenter or call 856-227-7200, ext. 4333 for details.

1ST SESSION BLACKWOOD: JUNE 3 - JULY 11

- Stalin: Man of Steel, Merchant of Death
- Cloak and Dagger: Tom Clancy and the World of Jack Ryan
- Through the Stones: Stepping into the World of Outlander
- In Their First Thirty Years: Historical Figures When They Were Young
- The History of Sparta

1ST SESSION ROHRER CENTER, CHERRY HILL: JUNE 3 - JULY 11

- Fashion by Design
- Hellenistic Ethics: The Philosophers of Serenity
- William Shakespeare: The Histories
- The Roman Empire: A Family Business
- The Weimar Republic and Today: Political Crisis
- Economic Anxiety and History Repeating Itself
- The Evolution of Music

2ND SESSION BLACKWOOD: JULY 22 - AUG. 23RD

- A Brief History of the Evolution of Political Parties in America
- Springsteen and Society
- World War I: A Retrospective View of a Century Later
- Dinosaur Films Through the Years: The Fun and the Facts
- Learning the Artistic Process of Art History
- Use Your Noodle: Exploring Philosophy Through Movies and Music
- The Life and Legacy of George Washington

2ND SESSION ROHRER CENTER, CHERRY HILL: JULY 22ND - AUGUST 23RD

- Little Englander or Big Baby of Europe? Henry VIII and The First Brexit
- Reflecting on the Impressionists
- World Tour
- Trojan Horse: How and Why the CIA Has Destabilized Governments Around the World
- Economic Systems and the Greatest Happiness Principle
- The Viking Saga 🚢

STAFF NEWS

HIRES AND PROMOTIONS



NJEA welcomed **JENNIFER LARSON** as a new staff member on May 1 as a technical design assistant in the Communications Division. Among her responsibilities will be the layout and design of the *NJEA Review*. Larson brings over 13 years of graphic design and print production experience. Prior to full-time staff work, Larson served NJEA as a temporary employee in 2015 during a previous designer's maternity leave. Larson has also worked as a graphic designer and print production artist for The Children's Place, Gap, Aerosoles and multiple advertising agencies.

She earned her bachelor's degree in fine arts from the School of Visual Arts in New York City. She lives in Pittstown with her husband, Chris, who is an NJEA member, and their son, Stephen.

NJEA congratulates **LIZ RYLAK** on her promotion on May 1 to administrative assistant in the Research and Economic Services Division. Rylak first joined NJEA staff on May 14, 1990, as a secretary in the Government Relations Division. Rylak earned a bachelor's degree in American studies from Rider University, where she also minored in ethics. She received an information processing certification from Katharine Gibbs School, where she worked as the secretary to the director of the school prior to joining NJEA staff. Rylak lives in Jobstown with her husband, David, and son, Brendan. 🏠



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A CLOSER LOOK

AT HUNGER AND FOOD INSECURITY

Thousands of “Classroom Close-up NJ” segments are viewable and downloadable at classroomcloseup.org. A searchable database makes finding an entire show or individual segments on any topic easy.

June is National Hunger Awareness month. Did you know that 13.5 percent of New Jersey children suffer from hunger, which equals more than 268,000 children? More children could be receiving summer and after school meals if communities worked together to tap into federal child nutrition programs, according to a new report from Advocates for Children of New Jersey. An April 2019 NJEA Review article provides more information on how to fill the nutrition gap for students. (njea.org/after-the-bell)

To survey the broad selection of show segments “Classroom Close-up NJ” has produced about hunger awareness and food insecurity, visit classroomcloseup.org, click on drop-down menu under “Categories” and select among the multiple subject areas.

On this page three of those segments are highlighted.

watch

EMPTY BOWLS

Learning lessons of compassion and community service, students at Marlton Middle School are raising funds for the hungry with the Empty Bowls Project. Paying guests select bowls made by art students and soup made by Family and Consumer Science students. Proceeds go to the Food Bank of South Jersey.

SCHOOL BREAKFAST

Students at William B. Cruise Memorial School #11 in Passaic City jump start their day with a healthy breakfast in the classroom. The Food for Thought School Breakfast Campaign Committee set a goal of boosting participation in the breakfast program by 30 percent.

HELPING HANDS FOR HUNGER

Students from the Peer Leadership Program at Manchester Township High School coordinate the Helping Hands for Hunger project, a Thanksgiving food drive for area families in need. Working alongside senior citizens from the community's intergenerational committee and middle school students, the group compiled over 200 food baskets.



EMPTY BOWLS



SCHOOL BREAKFAST



HELPING HANDS FOR HUNGER



classroomcloseup.org

WATCH CCU ON NJTV

NJEA's “Classroom Close-up NJ” has won 16 Emmy® awards. It inspires and educates the public about the great things happening in New Jersey public schools. The show airs on Sundays on NJTV at 7:30 a.m., 12:30 p.m. and 7:30 p.m.

Visit classroomcloseup.org to watch individual segments or the entire show. On Twitter, follow @CCUNJ and “like” the show at [facebook.com/crcunj](https://www.facebook.com/crcunj). On Youtube, visit [youtube.com/c/classroomcloseup](https://www.youtube.com/c/classroomcloseup). On Instagram, search Classroom Close Up.



PAST, PRESENT
AND FUTURE

PUMPING UP THE PAC

Each year, we make a special push in the spring to remind NJREA members about the importance of our NJEA's Political Action Committee (PAC). NJEA PAC is our vehicle for supporting candidates who support issues that protect our profession, our members and our public schools.

NJEA PAC is also our way to bring about change in Trenton when we feel it's time to send new decision makers to the Statehouse. With all 80 seats in the state assembly up for election this year, we will need a robust NJEA PAC to put resources behind the candidates endorsed by the NJEA PAC Operating Committee.

You recently should have received a letter from NJREA President Judy Perkins and NJREA Past President Pat Provnick asking you to contribute. In these challenging times, NJREA members can't ignore the request to do their part and con-

tribute whatever they can so that our NJEA PAC has the resources it needs to support candidates who will secure our pensions and our health benefits.

This year, NJREA is debuting commemorative lapel pins for those members who donate at least \$50 to NJEA PAC. If you have already donated your \$50 this year, you should be receiving your pin at your next county REA luncheon. Counties also have organized PAC drives as part of their spring luncheons to stress the year-round importance of contributing.

So, please contribute what you can to NJEA PAC and help NJREA surpass its contribution goal. No amount is too small, but every amount is vital. Simply fill out the PAC coupon insert found in the June *NJREA Newsletter*, or send your donation to NJEA PAC, c/o Beneficial Bank, PO Box 13661, Philadelphia, PA 19101-3661.



FALL LUNCHEON SLATED FOR SEPT. 26

Calling all education advocates: Are you looking to make the most of your NJREA membership? Want to hear the latest on pensions and benefits news? Then mark your calendars and join NJREA on Thursday, Sept. 26 for its annual Fall Meeting, where retirees will remain informed and be inspired.

It will be held at the Nottingham Ballroom in Hamilton. Please be advised that this luncheon will not be advertised in the September *NJREA Newsletter*. Any members wishing to attend this event must use the official coupon and send their reservations in before the Sept. 18 deadline.

The day's activities will begin at 10 a.m. with the Delegate Council meeting, where officers and representatives attend to the business of the organization. Any member wishing to bring forward business to the Delegate Council should indicate their intention in the speaker's book upon arrival.

Attendees are also welcome to choose to arrive in time for the "Member Information Session" beginning at 11 a.m. Members are urged to attend this session to hear important updates and the latest news affecting our union and its

members. There is also time provided for questions and answers.

Reserve your spot now.

The cost of the fall luncheon is \$33 per person, which includes breakfast, lunch and all taxes and gratuities. Members still have the option to come for breakfast only, for a cost of just \$5. Reminder: As per NJREA policy, any individuals who are eligible for NJREA membership and have elected not to join are not permitted to attend as guests. Only NJREA members and NJREA-invited guests may attend luncheons, business meetings and workshops throughout the year.

Please remember that attendees will no longer be allowed to reserve tables upon arrival. Any member wishing to sit with their county should indicate this intention on the coupon form. Reserved seating requests will be honored only if received on or before the registration deadline.

To register, send the coupon found in the June issue of the *NJREA Newsletter*, along with your check (payable to NJREA) to Joan Wright, NJREA Second Vice President, by Sept. 18. Be sure to include your meal choice of Chicken Marsala, Salmon, or Vegetable Lasagna.

Around the counties

For questions, call your county REA.

For trip details, check the county newsletter.

MONMOUTH COUNTY REA welcomes you to its June meeting/luncheon on Tuesday, June 11 at the Spring Lake Manor in Spring Lake Heights. The MCREA philanthropic awards will be presented. The cost is \$30. To attend, contact Sue Shrott at 732-995-7754 or sueshrott@gmail.com.

MORRIS COUNTY REA will hold its scholarship awards luncheon on Wednesday, June 12 at the Zeris Inn in Mountain Lakes.

MCREA will also host its annual Welcome Back meeting/luncheon on Wednesday, Sept. 11 at the Birchwood Manor in Whippany. Local photographer and educator Jim DelGuidice will be the guest speaker.

The cost for each event is \$30. To attend either, call Cheryl Doltz at 973-818-1353.

The **WARREN COUNTY REA's** fall meeting/luncheon will be held on Wednesday, Sept. 4 at the Hawk Pointe Country Club in Washington. The cost is \$30. For more information, visit www.wcrea-njea.org. To attend either, call Vickie Rhinehart at 908-319-1995. 📍

NJEA PAC ENDORSES ASM. JOE DANIELSEN



The NJEA PAC Operating Committee met on April 23 to consider an endorsement recommendation for the June 4 primary. The 125-member PAC Operating Committee consists of NJEA’s officers, the NJEA Executive Committee, county association presidents, the NJEA Government Relations Committee, the NJEA Congressional Contact Committee, the president of NJEA Preservice, the New Jersey Retirees’ Education Association (NJREA) legislative chairperson and two NJREA regional legislative chairs.

The committee endorsed Assemblyman Joe Danielson, who has represented Legislative District 17 since 2014. LD 17 covers Franklin Township in Somerset County and Milltown, New Brunswick, North

Brunswick, and Piscataway in Middlesex County.

Assemblyman Joe Danielson is a lifelong resident of Franklin Township and has dedicated his life to volunteering and serving on various government committees. He is the chair of the Oversight, Reform, and Federal Relations Committee. He also serves as a member of the Financial Institutions and Insurance and Education committees. Assemblyman Danielson is a supporter of public education and is a co-sponsor to all three of NJEA’s priority bills that would provide affordable health care and ESP job justice. 🇺🇸

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ADVICE FOR FUTURE EDUCATORS BEGINNING THEIR STUDENT TEACHING

BY BIANCA KIM, NJEA PRESERVICE AMBASSADOR, GRADUATE STUDENT AT RUTGERS UNIVERSITY

I vividly remember waking up anxious and excited to meet my new kindergarten students at the beginning of September. Having always been a shy kid growing up, I was unsure of my abilities in teaching and being a leader among a group of young students. Four months later, I was filled with mixed emotions, saying “goodbye” to my 18 lovely students.

On that day in December, I walked out of student teaching for the last time knowing that teaching is what I want to do for the rest of my life. Now, I want to offer you advice before you begin the once-in-a-lifetime journey of student teaching.

1. DON'T BE AFRAID TO MAKE MISTAKES.

Student teaching is a learning process. You are there to learn how to become a teacher, not to be perfect from the start. Don't underestimate your abilities because you will see tremendous growth in yourself. On the first few days, I was so shy that I didn't even know how to approach my students. I never imagined myself to be comfortable teaching while my cooperating teacher and paraprofessionals sat easily among the students. By the end of my student teaching, however, I had no problem teaching even when the district superintendent walked in. So don't psych yourself out if it seems scary or awkward at first, because you'll get used to it and love it in the end.

2. TREAT IT LIKE A LONG-TERM INTERVIEW PROCESS.

Build and maintain good relationships with all staff members. In the morning, go into the office and say “good morning” to the secretaries and thank the crossing

guards and the custodians for their hard work. With your effort, the school community will become more welcoming and positive in return. Don't hesitate to speak with other teachers and the principal, and invite them to pop in and watch you teach. Even if the school has no open spot for you after student teaching, the faculty will know that you are a great candidate and will be more than happy to serve as a reference for you.

EVERY DAY WAS
SPENT DOING
SOMETHING THAT
I LOVE, AND MY
PASSION FOR
TEACHING NEVER
STOPPED GROWING.

3. OBSERVE OTHER CLASSROOMS IN THE SCHOOL.

Once you begin to feel comfortable with your students, ask to observe other classrooms in the building. There are so many different teaching styles and classroom management strategies that teachers possess. You don't want to miss out on a whole new perspective on teaching. While you might be inclined to stay with your own class, this opportunity will only serve you as a strength when it's time to look for a job. Schools want to see the various experiences that you have in diverse classroom settings; student teaching provides this opportunity. Bring a notebook with you and jot down

what you like about each classroom. By the end, you will have a notebook full of ideas that will help you envision your future classroom.

4. REMEMBER THAT YOU ARE JUST AS IMPORTANT.

Sometimes it might seem that everyone is so busy in the school that your efforts will never be recognized. However, you still hold an important role that you should always be proud of. For me, I found my recognition mostly through my students, who motivated me to be persistent. With that, always remember to take care of your personal health as well. Perhaps I was so determined to make my lessons perfect that I had too many sleepless nights, eventually making myself vulnerable during flu season. When you are sick, take the day off. As much as you should emphasize the importance of making each day count, always remember that you're a person before you're a teacher.

5. HAVE FUN.

The most important part about student teaching is that you are enjoying every moment that you have because it'll be over before you know it. Regardless of the good and bad days, you are going to miss this experience that you will never have again. While it was the most stressful part of my life, it was the best experience that I had. I may have given up sleep, but it's because I enjoyed putting that much more effort into creating enjoyable lessons for my students. Every day was spent doing something that I love, and my passion for teaching never stopped growing. In the end, simply remember to always have fun! 🎉

"ROCKET MAN"

BLASTS OFF FROM THE BOARDROOM TO THE CLASSROOM

HOW COLLABORATION AMONG BOARD MEMBERS, TEACHERS, SUPERVISORS AND ADMINISTRATORS HELPS STUDENTS BLAST OFF THE LAUNCHPAD IN SEASIDE HEIGHTS

BY MARSHA DIONISIO

Something amazing happens when educators collaborate toward a common goal: liftoff!

Just ask the fourth graders at the Hugh J. Boyd Jr. Elementary School in Seaside Heights about space rockets and skyscrapers. They can tell you that about Peter Smith, who shared his love of these topics with them.

Smith is a teacher, author, cinematographer and local businessman. He is also the vice president of the Seaside Heights Board of Education. Smith's family has many connections to the school beyond his service on the board. Part of the school's technology lab is dedicated to Smith, and a wing in our building is dedicated to his father, a long-time board member himself.

As a guest in our fourth-grade class, Smith's STEAM (science, technology, engineering, arts and mathematics) lessons were a collaboration with inclusion teacher Tiffany Nagy, special education teachers Nicole Gara and Alicia Marino, music teacher Jessica Thompson, support teacher Suzanne Heagan, supervisor Louise Pesci, and me, with approval from Principal Christopher Raichle and Superintendent Dr. Triantafillos Parlapianides.

We conducted a comprehensive science lesson and experimental "mission" in capillary infusion using baby food jars, paper towels and food coloring. Teachers assisted students in conducting this experiment in groups. We learned how rocket ships work and students came away with

an understanding of spacecrafts and the jobs that astronauts perform in space.

Smith highlighted careers for astronauts with a special focus on a Mexican-American astronaut José M. Hernández. He played the song "Rocket Man" by Elton John while the groups conducted their experiments. He presented a video showing the inside of a space shuttle and asked students listen to an astronaut as she pointed out the different work areas in a space shuttle. Students drew artwork of what they believed that they could see from a spacecraft.

Music teacher Jessica Thompson taught a lesson for the day which coincided with the space theme. Students listened to and sang songs about space.

Smith's second booster lesson was on skyscrapers. Students worked together to create the tallest skyscraper they could. Their materials were simple strands of uncooked spaghetti, marshmallows and masking tape. Rulers were used to measure heights of the spaghetti skyscrapers by the students with the help of their teachers.

Smith showed a video about the World Trade Center's twin towers that explained how they were built and why they collapsed on 9/11. He also showed a video on the world-famous art deco Chrysler Building. Students are still in awe of its beauty and charm.

We displayed a large poster with new vocabulary words and new words as Smith introduced them, such as, proportion, skyline, juxtaposition and spire.

In fact, in May he took the class to One Liberty Observation Deck in Philadelphia, along with all the teachers who collaborated with him in his lessons. One Liberty is Philadelphia's highest observation deck with a 360-degree panoramic view of historic Philadelphia.

With a team of educators, administrators, board members, parents and community members that is willing to collaborate anything is possible—even blasting off from a skyscraper to the moon. We want our students at Boyd to dream big! The sky is "NOT" the limit. 🚀



Seaside Heights BOE member Peter Smith helps students with an experiment.

Marsha Dionisio fourth-grade teacher at Hugh J. Boyd Elementary School in Seaside Heights. She was one of six teachers nationwide named a 2013 People Magazine Teacher of the Year. Dionisio can be reached at MDionisio@sshschool.org.

YOUR SUMMER READING LIST

BY THE PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL ISSUES DIVISION

The days are longer, the nights are shorter, and everyone is starting to look toward the summer break. That means it's time for the annual summer reading list from the staff in the NJEA Professional Development and Instructional Issues Division (PDII). With a focus on inspiration and an aspiration to provide an optimal learning environment for all of our students, here is a rundown of some of the books that caught the attention of our staff over the course of the last year.

PDII Division Director Michael Cohan looked to one of the presenters from NJEA's spring T.E.A.C.H. Conference for his pick, *Reading, Writing, and Rising Up* (second edition), by Linda Christensen. The author has been a leader in culturally responsible pedagogy for many years. This update of her earlier work focuses on using students' authentic cultural experience to foster an interest in reading through a social equity lens.

The newest member of the division, Gabe Tanglao suggests *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom*. This compilation of educator stories, published by Rethinking Schools, is a great read for people at any stage of their teaching journey to refresh their thinking and approach to the classroom. See Page 20 for more on this book.

Camy Kobylinski is looking for inspiration from the Dreamers. She recommends *The Making of a Dream: How a Group of Young Undocumented Immigrants Helped Change What It Means to Be American*, by Laura Wides-Munoz. Told through the experiences of five activists, the book

chronicles the last 20 years of U.S. history related to immigration. These Dreamers struggle with all of the usual challenges of young adulthood while also working to find solutions and supporters for new U.S. immigration policy.

Looking at how schools work, Amanda Adams suggests *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*, by Peter Senge and others. This book offers teachers, administrators, students, parents and community members tools and techniques, and resources to address the considerable challenges facing our schools. Advice from more than 70 writers and experts on schools and education feature new methods for implementing organizational learning in the classroom, school, school district and community.

Chrissi Miles found herself inspired by *Educated*, by Tara Westover, the memoir of a young woman who had no formal education until the age of 17, but went on to study at Brigham Young University, Cambridge and Harvard. The book provides a deep look inside the mind of someone with a true hunger for learning. Tara Westover shares her story of childhood trauma, self-education and survival through an extreme childhood.

Janet Royal found her inspiration in the story of another young girl, this one from across the ocean in *I Am Nujood, Age 10 and Divorced*, by Nujood Ali with Delphine Minoui. Telling the story of Nujood, the first child bride in Yemen to win a divorce, the book documents the abuse from her husband, how she escaped, and how—with the help of local advocates and the press—

she obtained her freedom. This story of tragedy, triumph and courage has inspired young girls in the Middle East to challenge their marriages and change their lives.

Self-reflection and personal growth have been on the mind of Mike Ritzius, as he recommends two books. First, *Becoming A Resonant Leader*, by McKee and Boyatzis which offers a hands-on guide to developing emotional intelligence, renewing and sustaining ourselves and our relationships, while creating the conditions where we can excel. Somewhat related is Mike's second recommendation, *Leadership and Self-Deception*, by the Arbing Institute, which exposes the ways that we blind ourselves to our true motivations and unwittingly sabotage our own efforts to achieve success and happiness in every aspect of our lives.

Rich Wilson has been considering ways to implement the new mandate to include LGBTQ+ voices in curriculum and suggests *Gender Diversity and LGBTQ Inclusion in K-12 schools; A Guide to Supporting Students, Changing Lives*, by Sharon Verner Chappell, Karyl Ketchum and Lisa Richardson. This guide considers the environment, curriculum and pedagogy at each level of schooling to lead educators in finding opportunities to infuse positive portrayals of LGBTQ+ people throughout their instruction. While focused on LGBTQ+ inclusion, the principles presented here can be used to transform curriculum and instruction to include all voices and perspective in preparing students for the multicultural society in which we live.

Library, device or bookseller: choose your format and enjoy a good read this summer. 📖

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Current Educator ID or school district issued pay stub is required for complimentary admission. Please stop by the Event HQ between 9:30 a.m. and 2 p.m., located in front of Mariner's Pier on Schellenger Avenue to receive your complimentary wristband.

Your admission gives you an all-

day access to both water parks, all three piers and access to tram car 11 a.m. to 5 p.m.

As an added perk, purchase a ticket online for a friend or family member for just \$49, a \$30 savings. Ticket is valid on day of purchase only (Aug. 24, 2019 or Aug. 25, 2019). On-site sales will be available at \$55 on the day of event at Event HQ between 9:30 a.m. and 2 p.m.

STUDENT LOAN FORGIVENESS NAVIGATOR

Use the summer months to check your eligibility for student loan debt forgiveness. You may be eligible for programs that could reduce or even eliminate your student loan debt. NEA's Student Loan Forgiveness Navigator powered by Savi is a free online student loan evaluation tool that will show programs for which you may qualify and how much you can save.

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6/7

Friday

NJEA
Executive
Committee
meeting

6/8

Saturday

NEA-RA
Statewide Caucus
meeting

7/2-7

Tues. to Sun.

NEA
Representative
Assembly

7/16

Tuesday

NJEA Summer
Professional
Learning Institute

7/31

Wednesday

Techstock 2019

8/1

Thursday

NJEA PAC
Operating
Committee
meeting

8/3

Saturday

NJEA Executive
Committee
meeting

8/3-7

Sat. to Wed.

NJEA Summer
Leadership
Conference

9/13

Friday

NJEA Executive
Committee and
County Presidents
Council meetings

9/14

Saturday

NJEA Delegate
Assembly meeting

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SAVE THE DATE

NJEA LGBTQ + CONFERENCE

Oct. 19, 2019

NJEA Headquarters, Trenton, N.J.

deadlines

6/26

Techstock 2019

Event Date: July 31

(Register by May 15 and save \$10)

6/28

Summer Professional Learning Institute

Event date: July 16

(Register by June 3 and save \$10)

END THE USE OF TESTS AS A GRADUATION REQUIREMENT

When parents whose children want to go to college think about prospective schools, a lot of factors come into play. Once they think beyond “What is this going to cost me?” and “How deep in debt will my child be four years from now?” other questions come to mind: What will be the outcome of my child going to that school? What kind of reputation does it have? How far away is it? Will my child be safe? Will they be happy? Will they be able to get a good paying job after they graduate?

Few, if any, parents ask, “What battery of tests does the school administer to be sure my child will be ready to graduate from this university?”

Colleges and universities, for their part, are anxious to prove that graduates from their schools are ready to, as Harvard puts it, “...consider how they will best use their liberal arts and sciences educations, and their lives, in the service of both knowledge and humanity.”

Closer to home, Princeton University’s graduation requirements to earn a degree in chemistry or engineering do not include hours of testing before students may “walk” at graduation. Instead they focus on the students’ academic experience: the foundational courses required of all engineering students, a “signature Chemical, Biology and Engineering (CBE) Core,” an area of concentration for electives, and a year-long independent research project, known as the senior thesis, advised by a member of the

CBE or affiliated faculty.

In other words, Princeton University promotes its challenging curricula and a

THE MOST IMPORTANT INDICATOR OF POST-SECONDARY READINESS IS THE CURRICULUM AND NOT THE ASSESSMENT.

performance assessment that is completed with the support of a faculty advisor.

Princeton’s reputation comes from the rich academic experience it offers its students, not from what tests it administers.

That path to graduation fits well with what Dr. Arthur VanderVeen, the president and CEO of New Meridian, said in his presentation on standardized testing to the New Jersey State Board of Education last July.

“The most important indicator of post-secondary readiness is the curriculum and not the assessment,” VanderVeen said. “States should be focusing on ensuring a rigorous sequence of courses instead of focusing on an assessment.”

Given that New Meridian’s business is selling assessments, and that selling more assessments would be in the interest of New Meridian’s bottom line, that’s a powerful statement.

On May 14, NJEA President Marie Blistan and NJEA Professional Development and Instructional Issues Associate Director Christine Miles testified before the Joint Committee on the Public Schools as it met to consider statewide standardized assessments and the use of such tests as a graduation requirement.

“Requiring a child to pass a statewide standardized test to graduate high school does not work,” Blistan told the committee. “Tests inform learning. Tests should not be a barrier to a child’s continued education.”

Miles presented a reality of standardized testing that strays far from the ideals implied in VanderVeen’s quote. She noted that in the 2017-18 school year, students across grades 3-11 spent a minimum of 73.5 hours taking the PARCC/NJ Student Learning Assessment.

“That equates to 98, 45-minute class periods of lost learning opportunities over a student’s academic career, or three-years-worth of a once-per-week elective period where students could be cultivating their knowledge, skills, understanding and competency in a vocation, trade or area of passion,” Miles said. “Imagine the value and power of dedicating this time to developing the skills needed for your current career.”

All of this is not to say that testing isn’t important. Princeton University professors certainly administer challenging assessments, but so do elementary educators in Jersey City, proportionate, of course, to the age of their students. Standards-based, performance-driven assessments are one of the foundational tenets of successful classroom instruction.

Statewide assessments are important as well. We must ensure all children who attend New Jersey’s public schools have fair and just access to academic and career opportunities regardless of their ZIP code. Assessments can help determine what resources are needed to help students reach their full potential. Instead, our current statewide assessment system labels children at a very early age as a success or a failure. That categorization can dramatically alter the trajectory not only of a child’s academic future but the course of the student’s entire life.

As the Legislature and the State Board of Education consider future testing and graduation requirements, they should be careful to place testing in its proper place: behind curriculum. A series of tests should never be the final word on whether a student has earned the right to graduate. Only 11 states require an exit test for high school graduation—it’s time for New Jersey to join the other 39 states that do not. 🇺🇸